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Modern Education in China.

A Dissertation

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Master of Arts.

Department of Education

by

Chung Hsuan Tang

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Introduction.

The recent adoption of modern education in China is unique and significant in the history of the world for three reasons. First, the objectof educational reform is national regeneration. China has clearly recognized the fact that the establishment of a constitutional government, a military and naval reorganization, and economic and industrial development are but superficial structures and will not have a permanent effect until an intellectual foundation is laid in the training of the whole people. The school, is, therefore, made a basis upon which these various superstructures are to be built. Secondly, the new system of education is founded upon the experiences of other races. It seems that there are certain fundamental principles for the improvement of the human race which are being recognized by the whole civilized world. If there is ever to be a unification of the human race there will be a unification of educational principles and practice. Finally, the country in which this great movement has taken place is the thing to be most considered. Here is a nation, that saw the rise and fall of Rome and Athens. It remains as the only surviver of the ancient regimes. It is a nation that has long been known as extremely conservative,as a great enemy to modern ideas, Above all, the nation possesses unlimited wealth, a vast area of territory, and includes one-third of the world's total population. The oldest, the most conservative, and one of the greatest nations on earth, is to be the newest, and to exhibit a sudden change and tremendous activities amounting to an intellectual revolution. These three characteristics have attracted the attention of the world.

Investigations of the new educational movement in the great empire have been made by some westerners, who depending merely upon their observation of external conditions of schools have brought back all sorts of conflicting stories. These foreign observers, for one

reason or another, generally fall short in their attempt to give satisfactory and true accounts of the educational situation of the empire. Undoubtedly most of them had difficulty in understanding the traditions, the ideals and the language of the country upon which one's inside view of things depends.

It is the attempt of this thesis to present some internal features of these schools especially the aims of education and the courses of study, without, however, going very much into detail.

One important fact to be noted is that the country is living in a transitional age, and that the present educational system like all contemporary institutions is very likely to be modified and reshaped. If any change should take place, it would be in the direction of improvement and progress upon the existing state of affairs.

I. Historical Background.

If the history of education is to be regarded as an account of the development of school systems and curricula, there is no need for an historical background for the modern education in China, for the transition from the traditional education to the modern is a revolution and not an evolution. The schools of old China were swept away by a single stroke, and artificially replaced by a new kind which is too far for the Confucian school for any comparison. Hence we find in the courses of Chinese schools of to-day, with the exception of the classical and moral education, no historical connection with earlier courses. The whole set of modern courses is brought over with the new system of national education from the West, and therefore the history of modern education in China may better be connected with occidental education, than with early Chinese education.

There is, however, no educational system that can be entirely transplanted into a country without being modified by local taste and needs. Social inheritances in education from the past tend to preserve the traditional features of the school and to make the new system, no matter how foreign it is, distinctly local. For this reason, the modern schools of China are after all peculiarily Chinese although they are European in content and character. It is, therefore, the aim of this historical introduction to bring out briefly some evidences of the social inheritances involved in the present schools.

Historians say that the Chinese nation came into existence one thousand years before Rome and Athens. However long the national history may be, in studing education the national history can fairly be divided into five main periods, namely, the beginning of education under the Patriarchial Government, the rise and development of Confucianism, the general decline in education, educational revival and the beginning of the Examination System and extreme literary formal-

ism.

1. The beginning of education under the Patriarchial Government from the early times to 550 B. C.

In Yu Chu (2255 B. C.), the earliest history, the beginning of Chinese education appears. This history relates that there was at this time a minister of instruction appointed by the emperor to instruct in the principles of governing human conduct. The present Chinese ethical teaching, which has been the force for the preservation of the Chinese race and the germ of the Chinese civilization, might have had its origin at this time. Man was taught to love his parents and respect his elders. Besides a rudimentary knowledge of the language, "rites and music" formed the chief subjects in the school curriculum. No one knows exactly how broad a ground the latter two subjects covered, but so far as we can see education was based on political motives. Rites might have meant the rules governing the order of the upper and lower social strata and of elders and youngsters in families and clans. This somewhat resembles the learning of the capital laws of the colonies in the early New England schools. Music as taught with the idea of harmonizing the temperment of the people and of creating in them a peaceful attitude toward the soverdign of the land. Thus in the Chu Dynasty 1122 (B. C. national hymns were sung to praise the virtue of the emperor "Wen Wang". These two subjects have always been connected and formed co-ordinated names in any sort of Chinese writing. The present system of ceremony, which is the most complicated and most formal in the world, is a direct descendant of these rites, and the ancient form of music is still played in connection with the performance of ceremonies by the emperor and high officials in their annual worship of the heaven and the earth.

The greatest interest during this period in the minds of the rulers of the nation was the idea of state responsibility for education

of the people. This is constantly found in public documents referring to the education and especially in the memorials and decrees of the beginning of the period of modern education.

2. The rise and development of Confucianism 550 B. C. to 25 A.D. The feudalism preceeding this period began to sweep away schools from one corner of the kingdom to another. Princes of various vassal states revolted and the central government became much weakened. They then began to invade one another's territory, having no time to care for the education of the people. The system of public education was accordingly destroyed.

In the midst of the war cloud the great sage Confucious was born and brought up. He was the first and greatest educator in Chinese history. Probably no man in history has ever had so powerful and unbroken an influence upon the minds of so great a number of people for so long a time as the sage. It was he who initiated private activity in education. It was he who first advocated that the schools should be open to all and actually put in practice this precept. Finally, it was he who combined education with politics and religion,(religion in the sense of morality only).

With a definite purpose to perpetuate his political and moral doctrines he opened the first private school known in Chinese history. Scholars gathered from all parts of the country until the number reached 3072[1]. In his curriculum it is surprising to see how much there is which departs from that of the preceeding ages, We see also why the centuries following the schoolmen not only failed to develop this curriculum, but even failed to realize fully its value. We see why he was so sacredly and universally worshipped by his posterity. He divided

1. Refer to the Compiled Lectures of Two-Hu Normal College, Vol. I, pp. 33.

his schools into two departments;[1] one for general education and another for special training. The curriculum for the first department included three pairs of subjects, namely, rites and music, shooting and riding, and, classics and mathematics; these were called "Six Arts". Apparently the aim of the first pair was moral eductaion; the second pair aimed at physical education, and the third at intellectual. In the department for special training there were four subjects; morals, oratory, government, and literature. Students under his training, especially the famous "seventy-two" became politicians, philosophers, educators, and social leaders, and at the same time preached his doctrines as the gospel of truth. But unfortunately they all presistently over-emphasized the moral side of education. This soon degenerated into formalism, and ignored the other pahses of training without which education is not significant.

It must be understood in this connection that the Confucian teaching was not sectarian, nor was it religious in character. The great teacher and his disciples were primarily interested in humanity, and not in the future world. Their education was mainly to prepare men for the service of the state. It was based on a certain code of ethical principles, which are too common place to mention here.

The Confucian teaching was temporarilly interrupted in the "Tsin Dynasty (255 B. C. - 206 B. C.) when emperor "Tsin Chi Wang Ti", the builder of the Great Wall, after destroying all the independent states and consolidating them into a great empire, burnt all books and some scholars alike. The reason for this destructive policy, as set forth by Chinese historians, is that the emperor wanted to keep his people ignorant in order to perpetuate his dynasty. But his dynasty was

1. Refer to the Compiled Lectures of Two-Hu Normal College, Vol. 1, pp. 33.

soon replaced by the Han dynasty (206 B. C. - 25 A. D.). A new era of education now opened with the new dynasty. Old learning was revived and a unification of learning based on Confucianism was enforced. Scholars were summoned from all parts of the Empire to reproduce from memory all the books burnt.

This involves a serious question as to the correctness of the reproduction of the books by human memory. Confucianism might have been misinterpreted or modified. At any rate education was henceforth known only as knowledge of morals and classics, and the "Seven Arts" of the Confucian school were never repeated. At the end of this period there was a general decline in education.

Let it be understood once more that this period is the formulative age in Chinese history, politically, socially, as well as educationally. It is the period during which the influence of Confucious germinated in the Chinese society. From now on Confucious was a model teacher in all periods. Monarchs of the different dynasties taking advantages of his doctrines that subjects should obey their sovereign, encouraged the people in studying his classics and rewarded them with titles and degrees of nobility through a system of public examination based on their ability to expound the sayings of the sage.

3. General decline in education, 25 A. D. - 619 A. D.

This beginning of the period coincides with the end of the Han dynasty and it extends to the beginning of the Tang dynasty. It covers eight dynasties with an average of seventy-one years each. change in dynasty in China means a political revolution and it may take years to accomplish it. Education can progress only in a state of peace, and conversely it is bound to decline when a general tumult runs through the country. Neither state nor private activity in education could go on during this period, with the single exception that near the end of the period when Wang -chung-yen, the only educator

after the Han dynasty, established schools in which he had over a thousand scholars. Nobles taught their sons only in such a way that they would gain an easy court life. The so-called scholar class had no other ambition than to cultivate literary formalism in order to write demoralised pieces to please the time; while the great mass was either engaged in wars or left ignorant. Educationally therefore this period marks a great retrogression.

4. Educational revival and the beginning of the Examination system, 620 A. D. - 1127 A. D.

This period is typical of the Chinese civilisation which is expressed in literature and philosophy. It was in this period that public activity and private spirit in education revived. It is in this period also for the first time that we have a clear idea of the educational theory and practice of the time although we do not have records of schools. The period distinctly separates itself into two golden epochs.

The first epoch began with the Tang dynasty 620-951. Once more the Empire was consolidated and peace and order established. This celebrated line of princes began its sway in peace, and during the two hundred and eighty-seven years (618-903) during which they held the throne China was probably the most civilised country on earth. The darkest days of the West when Europe was wrapped in the ignorance and degradation of the Middle Ages, formed the brightest era of the East" says Williams in his history of China. Schools were established in villages, districts and counties in obedience to the imperial order. It was at this time that more than[1] six hundred Japanese students crossed the sea and received their education in these schools. But unfortunately the system of public examination for government offices based on literary achievement was already instituted, and education

[1] Refer to the Compiled Lectures for the Two Wu Normal College vol.I,pp.35

was primarily for literary cultivation although topics taken in writing essays were discussions of some useful problems. The best poets in China were all born in this epoch. The examination system instituted in this epoch was the national system of education for all future centuries until 1904. For this reason education in China could never make any progress beyond this stage.

The second epoch opened with the Sung dynasty 911 and continued to 1127, the end of the period. The educational system in general followed that of the dynasty preceding, but on account of the influence of Buddhism, scholars were greatly interested in philosophy, and consequently emphasized the content of the classics rather than the formal side. As the best poets were born in the earlier epoch, some of the greatest philosophers were the products of this. Theories and hypothesises on the origin of nature, the sources of matter, and the modes of plants and animals were worked out.

Educationally, there was a theory advanced that the brightest would be good without the process of education; the mediocre would be good only with it; while the dullest could never be changed by it. In educational practice, the following is a typical illustration. In the famous Chu-shi schools there were two grades of education, primary or preparatory and special or practical. In the primary, boys were taught first of all how to clean house, how to master their conversations, and how to serve their parents and respect their elders. They were also trained in reading the classics in order to prepare them for the next grade. In the special, they were first required to practice what they had learned in the primary and then trained to govern their families and state through instruction in the classics.

5. Extreme literary formulism 1127-1900.

The system of education handed down by the preceding period was temporarily swept away by the Mongol invasion at the beginning of

this period, but were soon revived by the rulers of the Ming dynasty and magnified by those of the Tsing, the present dynasty. Ambition for political distinction through literary achievement was so intense that the students were contented to sacrifice everything else to acquire literary training. Some educators, especially in the middle of this period, did advocate educational reform and actually put it in practice by establishing private schools in which some useful knowledge was taught; but they were easily overcome by the time-honored-system. The general tendency of education seemed going backward.

All schools were private; one schoolmaster generally conducted a single school in which the number of pupils was rarely over forty. Tuition was charged of every pupil for the support of the master who depended upon these payments a living. The aim of education obviously was literary attainment so that the student might pass the public examination for civil appointment. The only part that the government played in education was to reap the fruit of the private schools by conferring degress and giving appointments of the candidates passed the prescribed examination. Although schools were found everywhere, there was little opportunity for the poor to get even rudimentary education as the economic condition of the people was extremely low. However, there was a great deal of elementary education involving simple knowledge of reading and writing in shops where youths either learned their trades or were regular workers. This shop training had a become a universal practice and was the chief agency for the education of the poor. Thus at the beginning of the ~~nineteenth~~ 20th century education was still in a primitive form.

II. The Movement for Modern Education.

(1) Preparatory Causes.

The various causes leading the Chinese to cast off their old educational system and to adopt an entirely and untried one may be summed up by saying that it became a political necessity. The proudest race in history has never yielded its ideals and culture without a struggle. Some of the causes may be traced backward for many years. Professor Flyer[1] is right in saying that even before the middle of the last century it was gradually dawning upon the leading minds among the Chinese that in actual warfare their country was no match for foreign powers. The first actual contest in which this became apparent was the Opium War; and the events leading to the treaty of Nanking in 1842. This war served as a humiliating lesson to the few who were willing to open their eyes and understand the meaning of things. China for the first time in history came in contact with the real occidental world. Eight years later came the Tsi-ping rebellion the result of which forced China to recognize once more the superiority of western arts. This rebellion devastated the Empire for more than thirty years, and was only quelled by foreign assistance. It showed that the absolute necessity of employing foreign ammunitions and methods of warfare. The result was the establishment of a few military and navy colleges in Canton, Foochow, Wuchang and Tintsin; and the sending of the first detachment of 120 students to America[2] at government expense in 1872. The latter scheme was abandoned after a short experiment on account of the contempt for western learning on the part of the government officials.

The rise of Japan and the Chino-Japanese War in 1894 were fur her causes that brought about educational reform. The victory of

1. Flyer: Report to the Regents of the U. of California, on Chinese education, 1909.
2. William's History of China, pp. 387.

Japan was a great surprise and humiliation to the Chinese minds, for hitherto the island empire had been treated as no better than a tributory state. It was a triumph of modern civilization over the old, and China was forced to see the causes for the rise of her little neighbor, who had a common origin in race and tradition with her. The wise men of the empire at the time unanimously agreed that western learning was the source from which Japan gained her strength. The Imperial Pei-yang University[1], as it stands to-day, the best institution in the country, was one of the results of the first conscientious attempt on the part of the government after the war to give to China the education of the West. Two years later Emperor Kwang-su through the memorials of Kang Yu Wei, head of the reform party, attempting to revolutionize the country in a day, issued a series of famous edicts for general reform. In these edicts education figures prominently. This reform proved altogether too hasty for the ancient empire to bear, and the result was only failure.

A third cause, which may be added under the preparatory causes, in bring about educational reform, is the Christian missionary. Most of the western writers claim this has been the cause above all others in importance. But in the opinion of the present writer, this cause is rather indirect than direct; the Christian influence has been exerting itself in education rather in the gospel. This influence can be traced in two directions; one, is the splendid work done by those men who first went to China as missionaries, but later changed to government service. Such men as Dr. C. D. Tenney, Dr. Timothy Richard and many others. Dr. Tenney, an American, who, as the first president of the Imperial Pei-yang University and founder of the educational system of Chili province, is the man that China wishes to honor. Next is Dr.

1. Bulletin No. II, of Pei-Yang University Club, pp. 14.

Richard, an Englishman, now president of the Shansi University, doing a splendid educational work. The other direction in which the missionary influence is felt is through the institutions established in various parts of the empire. The influence of these institutions has been effective and far-reaching. During the last part of the last century they conveyed to China modern thoughts by translating books, and during the early part of this decade they were the chief source from which the modern Chinese schools drew their teachers for foreign languages and at the same time were the places that a great many of the Chinese youths obtained their preparatory education.

These preparatory causes paved the way for educational transformation, and China was only waiting for another struggle before she would be willing to accept the new education.

(2) Immediate cause since 1900.

The dawn of the new century witnessed the birth of a new China, and is the chief event of modern history.[7] The memoriable year 1900 when the whole world united in arms against the Boxer uprising is the truning point in Chines history, educationally as well as politically. The emperor and the dowager were pursued, the capital captured, concessions granted, indemnitiy paid, appology made, and in fact the life of the nation was at the mercy of the invaders. It was the greatest crisis that China has ever faced in her four thousand years of national existence. After the Protocol at Peking, there were only two ways for her to go; either she must go to destruction, or she must reconstruct. She chose the latter and began to reform every phase of national life.

Education was wisely realized as the basis of all other reforms. Immediately after peace was concluded in the same year, 1900, the emperor appointed a commission to draw up a new system of education

In consequence of the work of this commission, an edict was issued in 1904 directing the governors and viceroys of the various provinces to establish schools according to the new system.

The following year, 1905, witnessed another great event, the victory of Japan over Russia in Manchuria, China's territory. Japan proved to China once more that her success was not merely incidental, but was definitely attributable to the western learning. Japan's victory excited the admiration of the whole nation and at the same time gave China fresh encouragement for learning the western civilization. The most glorious institution -- the public examination system based upon writing formal essays on themes, was finally abolished, and the Central Board of Education, head of educational administration of the empire, was established. The disappearance of the examinations marks a great revolutionization of intellectual training and the creation of a new board marks a definite policy of the state for the education of the people. Henceforth the needle of the compass of the empire pointed steadily in the direction of progress.

A third immediate cause lay in a few progressive men who appeared among the higher officials. The most influential of these about the time 1905, were Yuan-shik-kai, Chang-chi-tung, and Chen-chuan-hsuan, viceroys of Chili province, Hu-kwang and Two Kwang respectively. Incidentally one was stationing in the north, another in the center and the other in the south; and through their influence upon the neighboring provinces the whole of China was affected. These men united with one voice to bring about the abolition of the examination mentioned above, the broadest attempt ever made by Chinese statesmen in modern times. They strove with might and main, and with great success, especially the first two men, in establishing schools and colleges of all descriptions at Tintsin and Wu-chang. As Professor

Flyer[1] says, these and other less prominent statesmen and patriots have represented a might influence, and have fought against odds in opposing the reform party has won.

The main feature of the whole movement for modern education is struggle. Even after the opuim war and the Chino-Japanese war, China did not understand why her glorious civilization should be modified and a new civilization, which was considered good only in the arts of war, should be introduced. Only after the complete failure of the last attempt to overthrow the new civilization in the Boxer uprising did the sleeping giant of the East begin to wake up from the centuries' dream. The movement was further hastened by the thunder of the Russio-Japanese war. Thus the transformation of education in China is bought by humiliation and blood.

III. Social Inheritance in Education.

Having sketched briefly the historical background and the mo movement for modern education, we are now ready to analyse some of the social inheritances from the past which are the most important factors to be considered in connection with the education of the present and future. These inherited tendencies are either a source of inspiration of trouble to the educators and administrators in modern education.

(1) Social respect for education.

Social respect for education is shown by the position held by the scholar class. As education combined with politics and religion (religion only in sense of morals) the scholars through the whole course of history have been the makers of law and sanctioners of morals. They were decorated with degrees and titles and honored with the first rank of the four social classes in society. They formed an intermediate class between the government and the people. The former depended upon them to preserve the peace and order of the country and the latter looked upon them as their defenders and attorneys against injustice on the part of the government officials. In fact they have been the real rulers of the nation.

In this connection it is interesting to note the recent movement of the Christian mission to evangelize China through the students. The idea of the missionaries is that if there is ever an evangelization of China, her students must be captured, that it is through them that the great mass of population will be easily caught. This suffices to show the status of the educated men.

This tremendous social respect for the scholar class has an important effect upon the working of educational forces. The highest object of life is to be a scholar. In the First Chinese Reader, there is an expression, "Others may bequest to their children a trea-

sure of gold, but I prefer to leave my sons a book." Hence illiteracy has always been regarded the most unfortunate thing in life, and the illiterate man is looked upon most dangerious element in society. It is true that there has been and still is and will be for some time a large percentage of illiteracy in China, but it would never be a willful negligence of anybody to leave their sons uneducated; the failure in education was and is due rather either to the fact that schools are not accessible, or the poor economic conditions of the family. The new system of education has made the localities responsible for opening free and universal elementary education. If this provision could be carred out extensively, so that schools could be accessible geographically as well as financially, there is no reason to believe that China will not be the best educated nation in the world.

(2) The idea of state Responsibility in Education.

It has always been historically true that the Chinese government directly or indirectly controlled education. In the first and the fourth periods, we have seen the state directly esstablishing schools or ordering their establishment in districts, conties, and villages, and we have seen also in the other periods that state activity and encouragement in education were manffested indirectly through a public system of examination, although the system affected only a limited class. In consequence of this, when the period of modern education came, the government followed its historical precedents in a natural way, and recognized the responsibility of the state for the education of the people. The whole educational system is organized and controled by the central government and the people show no sigh of protest against this extreme centralization.

Hence in the new system, all laws concernin the function of all educational officials from the elementary school up to the university and their relations to each other; the conduct of teachers and

pupils; the course of study and the length of the school year, and even the style of uniform and dress of the pupils are uniformly and definitely laid down by the Board of Education. All administrators and teachers in the government schools are presumably officials of the government. Furthermore, theoretically, no school is allowed to open without the consent of the government; and the latter can abolish any private school if it sees fit.

(3) Education and politics have been combined.

The function of the school was merely to prepare men for politics. A man pursing a higher education was expected to become an official. This developed the system of public examination as we have seen. This system of examination would not have been bad, provided it had been carried out as is the civil examination in England and in other countries. But as it was based only on ability to write formal essays, requiring no professional or technical training or knowledge on which a man would likely, if not entirely, depend for his successful public career. Hence the system certainly was undesirable.

This historical inheritance has an important effect upon the working of modern education. Since political distinction was the only means by which a man could become eminent in society, and all other honest occupations were accordingly looked down upon, there has been in China only one path for distinction -- officialdom. So when the system of examination was abolished in 1905, students were bitterly disappointed, in their aims for their hope for destinction was destroyed. So strong was the established custom that the government had to provide degrees for graduates of all schools from the elementary to the university, for degrees represent licenses for government offices. To obtain these had been the chief aim of the students of the modern schools until very recent days. Steps now have been taken by the government to stop the giving of degrees in order to encourage indust-

rial development and other professions. Just a few months ago, the Board of Education presented a memorial to the throne that no degree be conferred upon graduates of the schools founded after 1900. This is a turning point in the history of Chinese education, because it opens the paths of distinction for industrial and professional men for the first time since the beginning. But the long established relation of government office to education can not be banished without further development, and it will, therefore, take some time to separate education from politics.

(4) Through the whole course of history education in China has been secular, being interferred with by no ecclesiastical or religious influence which was at one time so imperative and dominant in the development of European and American education. Confucianism was not in any sense a religion; it was merely a moral code treating the relation between man and man in society, and therefore dealing primarily with the world present, not the world to come. This is an unfortunate circumstance in national development. Had there been religious influence in China, education might have been better. The church was the center of learning in early times in Europe, and the Reformation created the idea of universal education which is really the cornerstone of the modern world. Much more the religious societies like the Jesuit in Europe and the society of the Established Church in England have done invaluable service for the education of the poor and thus laid the foundation materially and intellectually for modern schools. Judged by these analogies, the lack of religious guidence and inspiration on the part of the schoolmen in China is a serious defect of the race.

One cannot expect to find a religious atmosphere in the Chinese schools of to-day. Realizing this defect, the government has provided the Imperial Code of Education and repeated again and again

in various edicts, a compulsory worship of Confucious, a prescribed teaching in morals, and an elaborate system guiding the conduct of both teachers and pupils. These three lines for the development of character are presumably used as a substitute for religion.

(5) The social classes and the school.

As we have seen there are four social classes in China --- the scholar, the farmer, the artisian, and the merchant -- which have been developed from time immemorial. But it must be understood that they are unlike the castes of India, where there is no chance to cross the boundry of casts. On the contrary, in China the lowest peasant can become the highest man of the empire if his ability warrents it. In practice, however, there is a tendency for the son to continue his father's occupation. Hence the present tendency is to have separate vocational schools for these classes.

(6) The great emphasis on classics.

No other people in history emphasied classics more than the Chinese; no nation inherited so rich a treasure of literature as the ancient empire; finally, no students were more feiliar with ancient poetry and prose than those of the Confucian school. It is not because the Chinese were born literary people, but because education in China has been one-sided-classical teaching was the chief function of the students.

With such an inheritance from the past, if one is not surprised to find latin and Greek, fruit of the Rennaissance, holding the foremost rank in the curriculum of the old type of secondary school in Europe and America, he will certainly not wonder at the Confucian classics in the modern schools in China occupying a large part of the students time.

(7) No co-educational idea has ever been developed.

In the first place, education was considered a man's business

only, and woman should be confined to household management. Schools for girls have been a rare thing until the beginning of the period of modern education, when the idea developed that education for women is a direct factor of a nation's strength. Secondly, it is the ideal of the race that the two sexes should not be mixed at the age of puberty, as Confucicious says, "An intercourse between men and women will not approach to propriety." Hence to-day even in the elementary education boys and girls are not allowed to go to the same school. If not the established custom, there would be no reason psychological, social, or pedagogical to separate the two sexes in the elementary school.

(8) Uniformity in education through the whole empire.

With the exception of the Tiberians, Mongols, and the Turkestains, in the territories, the whole Chinese race in China Proper, that contains the main part of population, is a great homogeneous mass common in origin, in traditions, religion and political affinity. There has been, therefore, no necessity of demanding different kinds of education for different sects or different parts of the country. Everybody was taught the same subjects. The result was that no matter how great the divergence of local dialects and customs might have been, a northerner could be perfectly understood by his fellow countrymen in the south through his writing which is the common expression of the whole race.

This idea of uniformity in education, that everybody should learn the same thing has influenced greatly the framers of modern educational system. All schools under the common roof of the great empire are made uniform in building, in curriculum, in the length of different courses of study, in the method of teaching, in text books, and even in dress and uniform of students.

IV. The Modern Educational System

The Aim of Education.

Since the keynote to the educational transformation in China is national regeneration, the aims of education will naturally be training of citizenship, especially that particular type of citizenship suited to the needs of the time. Political, social, and economic reforms are to be carried out simultaneously. China needs to call upon every citizen to defend her in her national emergency. She needs a great army of public-spirited men to aid her in general internal improvement. Above all she needs to develop her resources to save her from starving. These three main lines of development determining the aims of education, and Confucianism, semi-state-religion of course, will be center of all.

The edict[1] on the aims of education declares: "The aims of education shall be fivefold; namely, (1) loyalty to the sovereign; (2) reverence to Confucious, (3) cultivation of public spirit; (4) development of martial spirit, and (5) learning based on practicability". "For the first, there will be a close relation between the sovereign and the people. Every one must understand that the love of his country is the chief force operating for the preservation of his family. For the second, there will be a right learning based on moral principles for the salvation of the world. For the third, every man must possess the spirit and the strength for social co-operation. For the fourth, every man must have a military spirit and inclination on which the preservation of the state depends. Finally, for the last, the study of agriculture, engineering, commerce, and other industrial sub-

1. Official Report of Shi-pu (Central Board of Education) No. II, p. 1. (Kwong Shu, 32nd Yr, or 1906.

ects shall be encouraged and promoted with the view of improving economic conditions of the nation and the people".

The entire educational system is formulated through the interpretation of this legal provision. The spirit and ideals of school texts must conform with it; every government school in the empire is required to have it written in a framed piece hanging on its wall; and finally it serves as the guide book for the teacher and the catechism for the student. In the main this provision has been practically carried out, though to some extent, there has been an over-emphasis, on military drill in all the grades of the school and some sacrifice of academic interest for industrial training.

The System of Schools.

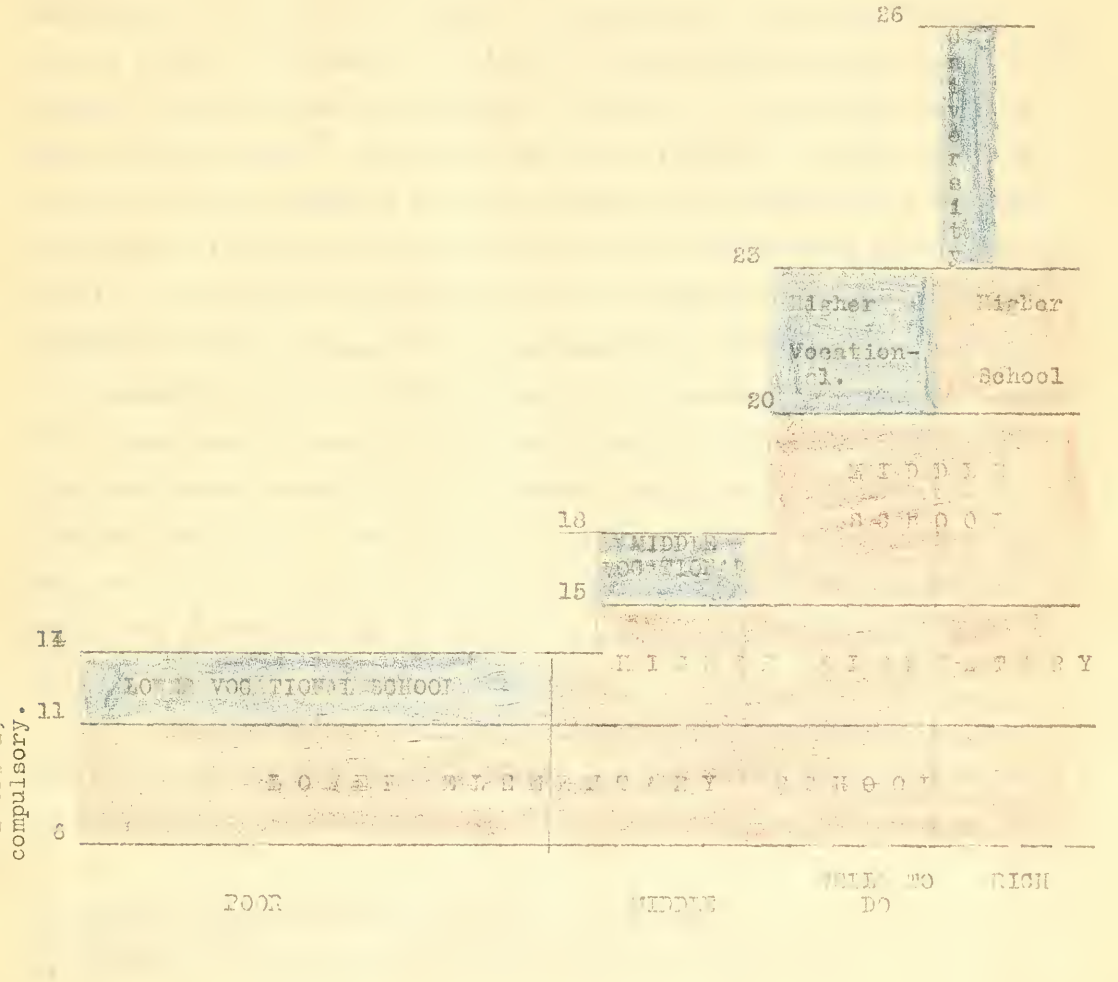
The significance of the system of schools in China is in that it is a combination of European, American, and Asiatic systems and, it is the most complete one in the world. It begins with the kindergarten, includes the elementary, the middle school, and the higher school, and is crowned by the university. The kindergarten, however, has been regarded as a luxury and as experimental in nature, hence the provision for its establishment has been carried out only to a very limited extent. Most of the institutions of this kind in some large cities are being founded by philanthrophists and religious societies. For the present, the system may well be said to begin with the elementary school which is divided into two courses; namely, the lower elementary and the higher elementary, five years from age six to eleven for the former, and from eleven to fifteen for the latter. This form of elementary education is directly copied from Japan, which in turn had partly transplanted it from the United States and had worked it out with a great success. For girls there are separate elementary schools which like boys' schools are divided into two courses, the lower elementary and the higher elementary. In the girls' schools, each division covers four years. Secondary education is found in the middle school, which is a compromise between American high school and the German gymnasium in character. After finishing this secondary school, the students pass to the higher school with a course of three years, which is strictly preparatory to the university. This school is similar to the American college, preparing students for professional work in theology, law and medicine. Finally, the system is crowned by the university containing a group of professional schools the courses in which may be three or four years. This is distinctly an institution following the German pattern.

This elaborate and complete system of schools requiring twenty or more years to pass from the elementary school to the University, is completed by a very limited group. Students may break away from this link at the end of a school of my grade. In providing a further education for those who are not able to follow through this regular system, there are various kinds of vocational schools of different grades. There are three classes of vocational schools, the lower, the middle, and the higher each with a course of three years for graduates of the lower elementary schools. ~~Similarily, there are schools for graduates of~~ the higher elementary, and of the middle school respectively.

Thus children of poor parents on finishing the five-year elementary course may have an opportunity of learning various trades in the lower vocational schools; those of the families which are in fair economic circumstances may go through the whole elementary education before entering any specialisation in the middle vocational school; those of well-to-do can pass to the higher vocational which is a semi-professional college after finishing the secondary education; and finally only the rich will be able to go through the higher school and the university.

In matters of financial support, there are three classes of schools running parellelly. The first class is composed of government schools, supported by imperial or provincial revenues; the second, municipal schools, supported by local funds, endowments and subscriptions; and the last, private schools, carried on by one or more private persons. Municipalities and private persons have shown their great activities in organising and financing the elementary schools, while those above elementary grade are mostly supported by the government.

The following diagram shows the differentiation of schools for different classes. The differentiation begins at the end of the lower elementary school. The blue shaded portion represents vocational education, while the red -- universal. In the matter of choosing each of the columns, it is entirely left to parents, to decide, based upon the economic level.



(Refer to the Imperial Code of Education, Vol. II, p. 37).

1. Elementary Education.

A. Elementary Education for Boys.

The aims the lower elementary school are fourfold:[1] to give the fundamental knowledge of man; to instruct in moral relationship; to cultivate patriotic spirit; and to help bodily growth and health. Children of the age of six of all families are admitted without any consideration. This education is intended to be free, universal, and compulsory, but under the present circumstances these expectations cannot be met. Financial difficulty in administration has caused the school to charge each of its pupils a tuition of from thirty cents to sixty cents a month.[2] Because of the same difficulty, schools of this grade are mostly confined to large cities, and therefore have not been accessible financially and geographically for children of poor families. Finally, compulsory attendance would be difficult to impose upon all children, chiefly because the reason mentioned above that the schools are accessible only in a limited extent and because the economic level of a great mass of people is extremely low, Also because of lack of adequate school census and an efficient administrative machinery. However, according to the present tendency of the government, the compulsory law will be put on trial next year in Peking,[3] the capital, where the opportunity for education is greater than elsewhere, and gradually extended to various provinces.

The course of study in the lower elementary school is most difficult and the most complex problem of the whole educational system. It deals with a great mass of population that will find in this their

1. Imperial Code of Education, Vol. III, p. 20.
2. Ibid, p. 39.
3. The Yearly Program for the Constitutional Preparation.

final education. It is hard to [illegible] the problem confronting this school, because on one hand China wants to train a single type of citizens throughout the country, by laying down a common and rigid set of curriculums for all children; while on the other hand, the different economic circumstances in different localities, and in different families have naturally led to divergencies in practices in different places. Many mistakes and changes have been made and probably more still be made before success to come.

The curriculum started with a very elaborate program covering morals, Chinese, elocution, arithmetic, history, geography, nature-study and gymnastics and extended over five years' time. But it did not take very long to prove that the program was too elaborate for the country to carry out. It was too heavy a burden for poor communities to support this elementary education for five years and too hard a task to get teachers for so many subjects. It was also too long for the poor families to keep their children in school! The result was an extremely small attendance. According to the report of the Central Board of Education for 1907 the number of elementary schools including the higher elementary was only 34,810 and the number of pupils 760,641.

With the view of remedying this defect, the Board has added to the two minor four years course two short courses, one extending four years and the other three years, leaving out history, geography and nature study for all the lower courses, with the understanding that the community may select any of the three if its financial condition permits.

Another change in the present curriculum recently been recommended to the throne by the Board.[3] The recommendation is based on the report of the national educational inspectors, to the effect that the five-year-course has been too long for the majority of

1. Imperial Code of Education, Vol. [illegible]; p. [illegible].
2. Ibid. p. 30.
3. "Tientsien Yü Yü Lu (Daily news) ; [illegible] June 2nd yr. 1911 moon.

support and for the poor to attend, while the three-year-course, on the other hand, has been too short and inefficient and that the existence of the three courses side by side and giving absolute freedom to the community to choose has caused more confusion than convenience. The board, therefore, recommended the abolition of the two courses and the continuation of the four-year-course with some modification on week hours, deminishing from 30 hours per week to 24 for the first two years and from 36 to 30 for the last two. Although this change has already been sanctioned by the throne and became a law, it is not yet put in force, and the present system, that is the three courses, is still in existence.

The present curricula for the courses are: for the first course (five years) morals, classics, Chinese, arithmatic, and gymnastics. For the other two courses: classics are left out.. While some knowledge of history, geography and nature-study are incidentally included in text books for reading. Music, hand-work, or carving may be added as electives by cutting out 2 hours per week from any of the subjects.

The following are the year-programs for the three courses:

Table I.[1] Five-year -- Complete Course.

First Year	No. Hours	Second Yr.	No. Hours	Third Yr.	Hours
Morals	2	Morals	2	Morals	2
Chinese Language	18	Chinese Lang.	24	Chinese Lang.	12
Arithmetic	6	Arithmetic	6	Classics	12
Gymnastics	4	Gymnasium	4	Arithmetic	6
				Gymnastics	4
Totals	30		36		536

Fourth Yr.	Hours	Fifth Year	Hours
Morals	2	Morals	2
Classics	12	Classics	12
Chinese Lang.	12	Chinese Lang.	12
Arithmetic	6	Arithmetic	6
Gymnastics	4	Gymnastics	4
Totals	36		36

1. Imperial Code of Edu. vol. III p. 52

Table II.[1] Four-Year - Short Course.

First Yr.	Hours*	Second Yr.	Hours*	Third Yr	Hours*	Fourth Yr	Hours.
Morals	3	Morals	4	Morals	4	Morals	12
Chinese Lang.	18	Chinese Lang.	22	ChineseLang.	22	Chinese L.	14
Arithmetic	6	Arithmetic	6	Arithmetic	6	Arithmetic	6
Gymnastics	3	Gymnasium	4	Gymnastics	4	Gymnastics	4
Total	30	Total	36	Total	36	Total	36

Table III[2] Three-Year-Short-Course.

First Year	Hours*	Second Year	Hours*	Third Year	Hours*
Morals	3	Morals	4	Morals	4
Chinese Lang.	18	Chinese Lang.	22	Chinese Lang.	12
Arithmetic	6	Arithmetic	6	Arithmetic	6
Gymnastics	3	Gymnastics	4	Gymnastics	4
Total	30		36	Total	36

Table IV TABLE percentage for subjects.

Five Yr. Complete Course.	Week.	%	Fourth Yr. Short Course	Week	%	Three Yr. Short Course	Week	%
Morals	10 hrs.	05 65/87	Morals	23 hrs	16 46/69	Morals	11 h	10 40/61
Chinese Lang.	78 hrs	44 32/87	Chinese Lang.	76 hrs	53 8/69	Chinese Lang.	52 h	51
Classics	36 hrs.	20 62/87	Classics			Classics		
Arithmetic	30 hrs.	16 9/87	Arithmetic	24 hrs.	17 9/23	Arithmetic	18 h	17 33/61
Gymnastics	20 hrs.	11 43/87	Gymnastics	15 hrs.	10 14/23	Gymnastics	10 h	10 44/61

1. Imperial Code of Education, Vol. III, p. 40.
2. Imperial Code of Education, vol. III, p. 42.

* Time given in Hours per Week.

The Meaning and Functions of the Subjects in the Curricula:[1]

(1) Morals. The aim of moral instruction in the lower elementary school is to cultivate moral and patriotic citizenship. The materials used for the instruction are selected biographies of some heroes and men of character in Chinese history with the view to creating in the pupils the feeling of hero worship, and to making them repeat some of the more easily comprehended acts. In all cases, the teacher is required to set a moral example by his practical conduct of himself before his class.

(2) Chinese. Chinese language teaching is the most important subject in the curriculum and it is the hardest task that the school has to perform. It is the most important because the inherited tendency of the race has always been to emphasis the literary side of education. It is the hardest task because children are under a double difficulty in learning it. First, the Chinese language is ideacgraphic it has been greatly corrupted and simplified, but still each word represents a single subject which forms sometimes so complex that the children have o go through a tremendous labor before they are able to recognize and reproduce them. Second, the written language stands independent of the spoken language, and its construction is chiefly based upon imitation from reading. Here again the children have to acquire a new structure of language before they can express their ideas in writing.

Under these circumstances, language teaching is peculiar in itself. It requires a great deal of writing and reading in order to memorize characters and formulate language concepts, and consequently needs more time than any other subject. No appropriate method has yet

1. Emperial Code of Education, Vol. III, p. 21.

been invented of solving the difficulties and making the process of learning easier. At present language teaching consists of penmanship, sentence-making, and writing simple essays.

(3) Classics. The purpose of teaching classics in the Chinese school is not so much to cultivate literary taste as to supplement moral teaching. This will be seen clearly in the books selected for the subject. These are three books; a book on the principles of filial piety, the sayings of Confucious, and a book of rites.

The method of teaching is unique and worth noting. It consists of four parts; explanation, repetition, recitation and recall in written form.

(4) Mrithmetic. Commercial arithmetic for daily life and for preparation for a future vocation is the essential for this subject. The pupil is taught first ten ciphers, and then gradually led to more complex matters. The subject covers addition, subtraction, multiplication, and division, fractions and percentage.

(b) Higher Elementary School.

The higher elementary school is a continuation of the lower elementary school and completes the entire elementary course. Pupils on finishing their five-year-course in the lower elementary pass directly to this school without any further tests, while those who took either of the two short courses will have to make up some of the lower elementary work after entering in order to rank equally with the other graduates. Oftentime this double elementary course is given in the same school, which is called "double elementary school". In Chili province, for instance, according to the report of the provincial authority, 1909, the number of double elementary schools was 161.

The higher elementary education is practically equivalent to the intermediate and grammar grades of an American elementary school. Its instruction is advanced in nature and its pupils are more selected, and hence its aims are somewhat different from those of the lower elementary school. The aims are:[1] to beautify the better nature of man, to broaden the knowledge of man, and to strengthen the spirit and the body. And the ultimate aim is that the children shall know the object of life, and have the ideal of earning their own livelihood.

The course of study covers nine subjects with great emphasis upon the classics (see Table No. 5) which occupy twelve hours per week through the four years. The subjects are morals, classics, Chinese, arithmetic, Chinese history, geography, nature-study, drawing, and gymnastics. Besddes these, the school is free to offer some technical or industrial subjects as substitution of other prescribed subjects to prepare pupils who expect to go to technical or industrial schools after finishing the course instead of going to the middle school.

1. Imperial Code of Education, Vol. III, p. 20.

Table V. Higher Elementary Course.

First Year	Hours per Week	Second Year	Hours per Week.	Third Year	
Morals	2	Morals	2	Morals	2
Classics	12	Classics	12	Classics	12
Chinese Language	8	Chinese Language	8	Chinese Language	8
Arithmetic	3	Arithmetic	3	Arithmetic	3
Chinese History	2	Chinese History	2	Chinese History	2
Chinese Geography	2	General Geography	2	General Geography	2
Nature-Study	2	Nature-Study	2	Nature-Study	2
Drawing	2	Drawing	2	Drawing	2
Gymnastics	3	Gymnastics	3	Gymnastics	3
Total	36		36		36

Fourth Year	Hours per Week.
Morals	2
Classics	12
Chinese Language	8
Arithmetic	3
Chinese History	2
Review - Chinese & General Geography	2
Nature-Study	2
Drawing	2
Gymnastics	3
	36

Table VI. Time - percentage for the subjects.

Subject	Total Week Hours	Percentage.
Morals	8	.05 1/2 %
Classics	48	.33 1/3 %
Chinese Language	32	.22 + %
Arithmetic	12	8 1/3 %
Chinese History	8	5 5/9 %
Geography	8	5 5/9 %
Nature-Study	8	5 5/9 %
Drawing	8	5 5/9 %
Gymnastics	12	8 1/3 %

The Meaning and Function of the Subjects in the Curriculum:[1]

(1) Morals. Morals in this school substantially continue that of the lower elementary course with more practical purpose.

(2) Classics. The ideal of the race is shown in the great emphasis on classics in the higher elementary school. Since adopting the modern educational system, the nation has been confronted with the fear that the ancient civilization would be extinguished by the introduction into the school of modern curricula, which consists of practical and material subjects. Hence classics in the higher elementary occupy more than one-third of the total time of the whole course. (see Table NO. VI.) If one happens to know the nature of the Chinese classics, he will be more easily convinced that China distinctly depends on reading classics for the preservation of her national characteristics. The following books are to be read: Chung-yung (sayings of Confucious), Mentze (sayings of Mentze), Sze-ching (book of odds) and Shu-ching (book of ancient history).

(3) Chinese. The aim of the subject is twofold: extension of the last course offered in the lower elementary and the beginning of the learning of the menderian dialect (notional dialect).

(4) Arithmetic. It is a continuation of the last course in the lower elementary with some practice in accounting.

(5) Chinese History. On account of the long existence of the national life, the course in history in the elementary school does not go into details, but gives only a general view and some important topics dealing with the causes and effects of the rise and fall of dynasties with a special reference to the fact that the destiny of the nation has been changed by the contact with the new world. The glorious reigns of the present dynasty are also to be taken up with the view

1. Imperial Code of Education, Vol. III, p. 21.

of creating patriotism.

(6) Geography. Like history the aim of teaching geography is to create patriotism. In general, historical topics of different races and their production and the geographical influence on the struggle for existence are to be given.

(7) Nature-Study . The subject covers elementary knowledge in zoology, botany, and mineralogy. In order to broaden the view of daily life and future vocation, the relation between one kind of material and another and the relation between material and man must be carefully analysized. Laboratory or field work is conducted to train the power of observation.

Table No. VII.[1] Time percentage of the Subjects of the entire elementary course (9 Yrs.).

Subject	Total Week Hours	Percentage
Morals	18	05 35-53%
Chinese Language	100	34%
Classics	84	26%
Arithmetic	42	13%
Chinese History	8	2 1-2 %
Geography	8	2 1-2 %
Nature-Study	8	2 1-2 %
Drawing	8	2 1-2 %
Gymnastics	32	10%

1. Imperial Code of Education, Vol. III.

B. Elementary Education for Girls.

As has been said before under "The Social Inheritences in Education", no co-educational idea has ever been introduced into China, and the reasons given were: first, education was considered only man's business, and secondly, it is the idea of the race that the two sexes should not be mixed. Hence to-day there are separate schools for girls, which must have distinctly different aims and scopes. Unlike the schools for boys, the girls' schools are to cultivate the virtues of woman,[1] to give a fundamental knowledge of the arts, and finally to help bodily growth.

In order to keep the schools from going on the wrong track, in the education of women, these schools are being somewhat experimental in character. The Imperial Code[2] discusses these schools as follows:

1. A high virtue of women has been maintained from time immemorial, the school of modern education must at any cost conform to the tradition and therefore must not allow any unsanctioned custom to come into the school.

2. The teacher's attention is specially called to the fact that all subjects in the curriculum which concern the moral side of education should be highly emphasized.

3. Since the physical powers of women are by nature comparatively weaker than those of man, the school should take particular care of the health.

4. Future vocation of women is to be different from that of men, therefore certain phases of education must be given so as to fit their needs.

Since the aims and scope for the education of girls are

1. Imperial Code of Education, Vol. VII, p. I.
2. Ibid, p. 2.

different from those of the boys, naturally the course of study for girls must be different. Besides, Chinese, arithmetic, history, geography, nature-study, drawing, and gymnastics, sewing and music are added, while the classics which are regarded important and imperative for boys are left out.

Like elementary education for boys, elementary education for girls is divided into two courses; the lower elementary covering four years from the ages six to ten, and the higher elementary covering four years from the ages of ten to fourteen. But unlike the hours for boys, the number of week hours is considerably less.

Table No. VIII.[1] The Lower Elementary Course.

First Year	Hrs. per wk.	Second Year	Hrs. per wk.	Thrid Year	Hrs. per wk.
Morals	2	Morals	2	Morals	2
Chinese Language	12	Chinese Langauge	12	Chinese Language	14
Arithmetic	6	Arithmetic	6	Arithmetic	6
Gymnastics	4	Gymnastics	4	Sewing	2
Music		Drawing		Gymnastics	4
		Music		Drawing	
				Music	
					28
Total	24	Total	24	Total	

Fourth Year	Hrs. per wk.
Morals	2
Chinese Language	14
Arithmetic	6
Sewing	2
Gymnastics	4
Drawing	
Music	
	28

Table IX.[2] The Higher Elementary Course.

First Year	Hours per week.	Second Year	
Morals	2	Morals	2
Chinese Language	9	Chinese Language	9
Arithmetic	4	Arithmetic	4
Chinese History	2	Chinese History	2
Chinese Geography	2	Chinese Geography	2
Nature-Study	2	Nature-Study	2
Drawing	1	Drawing	1
Sewing	5	Sewing	5
Gymnastics	3	Gymnastics	3
Music		Music	
Total	30	Total	30

1. Imperial Code of Education, vol. VII, p. 10.
2. Ibid, p. 11.

Table IX (Con.) The Higher Elementary Course.

Third Year	Hours per week.	Fourth Year	
Morals	2	Morals	2
Chinese Language	9	Chinese Language	9
Arithmetic	4	Arithmetic	4
Chinese History	1	Chinese History	1
General Geography	2	General Geography	2
Nature-Study	2	Nature-Study	2
Drawing	1	Drawing	
Sewing	6	Sewing	6
Gymnastics	3	Gymnastics	3
Music		Music	
Total	30	Total	30

Table X[1]. Time percentages of the entire elementary course.

Subjects	Total week hours	Percentage
Morals	16	7%
Chinese Language	88	39%
Arithmetic	40	18%
Chinese History	6	2 1/4 %
Geography	8	3 1/2 %
Nature Study	8	3 1/2 %
Drawing	3	1%
Sewing	26	11%
Gymnastics	28	12%

The general nature of the course. The general nature of morals, Chinese,, geography, and nature-study is similar to those for the boys, but the content therein one more fitting to the field of female education; for instance, arithmetic is more confined to household accounting.

1. Imperial Code of Education., vol. VII.

C. Education for Elementary Teachers.

The Lower Normal School.

The aim of the lower normal school is to prepare teachers for the elementary schools for boys. The requirement for admission to the school is that the candidate must be a graduate of the higher elementary school but owing to the urgent need for men for the teaching service, schools of this kind were established simultaneously with the elementary schools, and many of them before the elementary schools at the time of beginning educational reform. Both students and teachers of the old Confucian schools having a thorough knowledge of the Chinese language and classics were admitted and trained in a short course covering one year instead of in the regular course of five years set for elementary school graduates. Only in very recent days have the elementary schools begun to send their graduates to the normal school and it is therefore only recently that the regular five-year course has actually come into being.

Recognizing the fact that elementary school graduates are not advanced enough to take up a work strictly professional, the first two years of the course are set aside primarily for general culture, Professional training begins in the third year.

The course of study is, with the exception of pedagogy and its allied subjects, exactly parallel to that of the middle school (see Table No. XV), consisting of twelve subjects that differentiate into five groups; namely, (1) literary, comprising morals, classics, Chinese, and penmanship, (2) social science-history and geography; (3) physical science-mathematics, physics, chemistry, biology, geology, and drawing; (4) pedagogy; and (5) gymnastics and military drill. In some schools music and arts are added.

Table XI.[1] Five-Years' Program.

First Year	Hours	Second Year	Hrs.	Third Year	
Morals	1	= =	1	= =	1
Hist. of Edu.	4	Science of Ed.	6	[illegible]	8
Classics	9	= =	9	= =	9
Rhetoric	3	= =	2	= =	2
History	3	= =	3	= =	3
Geography	2	= =	2	= =	2
Mathematics	3	= =	3	= =	3
Physics	2	Chemistry	2	Method of teach.	
Biology & Geo.*	2	= =	2	Physics, Chem.	2
Penmanship	3	= =	2	Method of teach.	
Drawing	2	= =	2	Biology & Geo.*	2
Gymnastics &				Penmanship	1
Drill	2	= =	2	Method of teach.	
Total	36		36	Drawing	1
				Gymnastics &	
				Drill	2
					36

Fourth Year		Fifth Year	
Morals	1	Method of Teaching	
School Administration	14	Morals	1
and Management	9	School Administra-	
Classics	9	tion & Mangament	15
Rhetoric	1	Classics	
Method of Teaching		Method of teaching	9
History	2	Rhetoric	
Geography	2	Method of teaching	2
Mathematics	3	History	
Physics	1	Method of teaching	1
Biology		& Geography	1
Penmanship	1	Method of teaching	
Drawing	1	Mathematics	3
Gymnastics & Drill	2	Method of teaching	
Total	36	Penmanship	1
		Method of teaching	
		Drawing	1
		Method of teaching	
		Gymnastics	2
			36

1. Imperial Code of Edu. Vol. IV, p. 18.
*Geo = Geology.

Table No. XII. The Time percentage of the subjects of the Course.

Subject	Total week-hrs for 5 years	Percentage of Subject
1. Education	47 hrs	26 1/9 %
2. Classics	45 hrs	25%
3. Mathematics	15 hrs	8 1/3 %
4. Science	13 hrs	7 2/9 %
5. History	12 hrs	6 2/3 %
6. Gymnastics & Drill	10 hrs	5 5/9 %
7. Rhetoric	10 hrs	5 5/9 %
8. Geography	9 hrs	5%
9. Penmanship	8 hrs	4 4/9 %
10. Drawing	7 hrs	3 8/9 %
11. Morals	5 hrs	2 7/9 %
Total	180	100%

In looking over the program of study, one will notice that the first two years are given up to academic training and that the professional work begins with the third year, becoming more and more pronounced up to the last year when the study is entirely technical. It will further be noticed that pedagogy occupies the largest place in the curriculum filling 25% of the total 180 week hours.

The meaning and the functions of the subjects in the curriculum:

The nature of the various subjects are essentially the same as in the middle school, except the method part of the course dealing with the character of this work in method has not been definitely settled on account of lack of qualified men.

Pedagogy[1] is the most important course in the normal school and its subject matter has been formulated more definitely than the other subjects. 1. History of education treats of the origin and development of education in China and other countries, and the biographies and theories of the principal pedagogical writers. 2. Science of education is composed of four parts; the principles of psychology, the importance of moral and intellectualy education, the methods of teaching, and the aims of the systems of Chinese education. 3. School administration and management take up the present educational laws, financial support, school hygiene and arts. 4. Practice teaching and observation are taken in the practice school under the supervision of critic teachers.

Girls' Normal School.

Teachers for the girls' elementary schools and kindergartens are trained in the girls' Normal School, through there is no provision that the teaching staff of the schools must exclusively be female. Since education for girls is different from that for boys, the way of training teachers must be along a somewhat different course. More emphasis is laid on the arts and domestic science. However, the general nature of the subjects, morals, Chinese, geography, history, nature-study and education is similar to that of the course offered in the lower normal school for men, though the contents of these courses are more fiting to the demands of female education.

Table XIII Girl's Normal School. Course of Study.[1]

First Year	Hrs. per week.	Second Yr.		Third Yr.		Fourth Yr.	
Morals	2	Morals	2	Morals	2	Morals	2
Education	3	Education	5	Education	3	Education	15
Chinese	4	Chinese	4	Chinese	4		
History	2	History	2	History	2		
Geography	2	Geography	2	Geography	2		
Arithmetic	4	Arithmetic	4	Arithmetic	3	Arithmetic	2
Nature-Study	2	Nature-Study	2	Nature-Study	2	Nature-Study	2
Drawing	2	Drawing	2	Drawing	2	Drawing	1
Domestic Sci.	2	Domestic Sci.	2	Domestic Sci.	2	Domestic Sci.	2
Sewing	4	Sewing	4	Sewing	4	Sewing	3
Art-work	4	Art-work	4	Art-work	4	Art-work	3
Music	1	Music	1	Music	2	Music	2
Gymnastics	2	Gymnastics	2	Gymnastics	2	Gymnastics	2
Total	34	Total	34	Total	34	Total	34

Table No. XIV. Time Percentage for the Subjects.[2]

Subject	Total week hours	Percentage.
Morals	8	5%
Education	26	17%
Chinese	12	8%
History	6	4%
Geography	6	4%
Arithmetic	13	8 1/3%
Nature-Study	8	5%
Drawing	7	4 1/2%
Domestic Science	8	5%
Sewing	15	10%
Art-work	15	10%
Music	6	4%
Gymnastics	8	5%

1. Imperial Code of Education, vol. III, p. 4.
2. Ibid, vol III.

II. Secondary Education.

Middle School.

The middle School gives distinctly a secondary education having the elementary school below and the higher school above. Boys on finishing their higher elementary course pass directly to this school if they wish. Its aims to give a broad and general education,[1] but on entering the pupils must differentiate themselves into two groups: literary and scientific. The literary group prepare for literature, law, political science and so on; while the scientific prepare for applied sciences, agriculture and various kinds of engineering. The school may offer either of the two groups or both. These two groups in secondary education correspond somewhat to the German gymnasium and realschule, and more to the classical and the modern sides in the English ~~public~~ grammar School.

The two groups have much the same course, the only difference is that the literary students have Chinese, classics, foreign languages, history, and geography, as essential; while the scientific students have foreign languages, mathematics and science. The essential subjects are given more week hours. In either course music may be added.

1. Imperial Code of Education, Vol. III, p. 11.

Table No. XV. Course of Study of the Middle School.

Literary Course.

	First Year	Hours per week.	Second Yr.		Third Yr.		Fourth Yr.	
A*	Chinese	6	Chinese	6	Chinese	7	Chinese	7
	Classics	5	Classics	5	Classic	5	Classics	5
	Foreign Lang.	8	Foreign Lang.	8	Foreign Lang.	8	Foreign Lang.	8
	Chinese Hist.	3	Chinese Hist.	3	Chinese Hist.	3	Gen. Hist.	3
	Chinese Geog.	3	Chinese Geog.	3	Gen. Geography	2	Gen. Geog.	2
B*	Morals	1	Morals	1	Morals	1	Morals	1
	Mathematics	4	Mathematics	4	Mathematics	4	Mathematics	3 1/2
	Science	3	Science	2	Science	2	Science	2 1/2
	Gymnastics	3	Drawing	1	Drawing	1	Gymnastics	3
			Gymnastics	3	Gymnastics	3		
	Total	36	Total	36		36		36

	Fifth Year	
A*	Chinese	7
	Classics	5
	Foreign Lang.	8
	Gen. History	3
	Physical Geog.	2
B*	Morals	1
	Mathematics	1
	Science	3
	Law & Economics	3
	Gymnastics	3
		36

Table XVI[2] Scientific Course.

	First Year		Second Yr.		Third Yr.		Fourth Yr.	
A*	Foreign Lang.	8	Foreign lang.	8	Foreign Lang.	8	Foreign Lang.	8
	Mathematics	6	Mathematics	6	Mathematics	7 1/2	Mathematics	7
	Science	3	Science	3	Science	2 1/2	Science	5
B*	Morals	1	Morals	1	Morals	1	Morals	1
	Classics	5	Classics	5	Classics	5	Chinese	4
	Chinese	4	Chinese	4	Chinese	4	History	2
	Chinese Hist.	2	Chinese Hist.	2	Chinese Hist.	2	Gen. Geog.	2
	Chinese Geog.	3	Chinese Geog.	3	Gen. Geog.	2	Drawing	2
	Drawing	1	Drawing	1	Drawing	1	Hand work	2
	Gymnastics	3	Gymnastics	3	Gymnastics	3	Gymnastics	3
	Total	36		36	Total	36	Total	36

1. Timtsin Yü Yu" Ru (Daily News) Hsuan Tung 3rd Yr. 1st Moon 22th day.
2. Ibid.
A* Essential
B* Non-essential.

Table XVI (CON).

	Fifth Year	
A*	Foreign Lang.	8
	Mathematics	2
	Science	8
B*	Morals	1
	Chinese	4
	History	2
	Geography	2
	Drawing	2
	Law & Econ.	2
	Hand Work	2
	Gymnastics	3
	Total	36

Table XVII[1] Time Percentage of subjects.

Subject	The literary group		The scientific group	
	Total week hrs.	%	Total week hrs.	Percentage.
Chinese	33	18 1/3	20	11
Classics	25	14	15	8 1/3
Foreign Lang.	40	22	40	22
History	15	8 1/3	10	5 1/2
Geography	12	6 2/3	12	6 2/3
Morals	5	7 7/9	5	2 7/9
Mathematics	16 1/2	9 1/6	28 1/2	15 5/6
Science	12 1/2	7	21 1/2	12
Drawing	2	1 1/9	7	3 8/9
Handwork			4	2 2/9
Law & Economics	3	1 2/3	2	1 1/9
Gymnastics	15	8 1/3	15	8 1/3

Under some cricumstances; law and economics may be omitted.

1. Tutsin Yü Yü Ru (Daily News); Kauin Tung 3rd yr, fist moon, 12th day.

A* = Essential
B* ≠ Non-essential.

The meaning and the functions of the subjects in the curriculum:

(1) Morals. Students in the middle school are in the adolescent period, being grown and ready to appreciate the significance of human life and society. Hence the scope of moral teaching should be widened. The following are the three principles that governm the moral teaching in this period. (1) strengthening the attitude of the "five relations" (between the sovereign and officials, father and sons, brother and brother, husband and wife, and friend and friend) and "five rules" (altruism, righteousness, rightfulness, liberal-mindedness and truthfulness), (2) rousing the tireless and energetic spirit, (3) instructing in the moral obligation of oneself to relatives, friends, the country and the world. It is not the purpose of this teaching to give merely the rules of conduct, but every effort should be used to encourage students to put them into practice.

(2) Classics. The value of classics in this school is idealizing one's practical life. The following books are used:

Chun-chiu (Book of Spring and Autumn about 500 B. C.)

Chu-ii (Political system of the Chu dynasty about 550 B.C.)

Then two books deal with wars of the feudal princes and the political situation in the Chu dynasty; they stand

(3) Chinese. The function of the middle school is training free expression and through mastery of the mother tongue. In teaching this subject, the work is divided into two parts: the first is the structure of the language involving the interpretation of the meaning of words from historical development and practice in composition and reading of literature classical or contemporary. Topics for composition must be such that directly concern either certain phases of school studies or of ordinary daily life in order that students may

1. Imperial Code of Educational Vol. III, p. 4.

gain a practical training. The second part is the history of ~~Chicago~~ Chinese literature with special reference to the importance of its period of rapid development and decline.

(4) Foreign language. Foreign language is a fundamental subject in the secondary school curriculum and ranks about all other for it is a means which studdnts can pursue their higher education. Most of the scientific courses in the higher schools and the universities are taught in foreign languages, and books on higher sciences have not been translated into Chinese. In connection with the development of commerce and industries, and of diplomatic relations rising from foreign concessions and settlements at home, as well as because of the demand for men for legation and consular service abroad, the foreign languages have become instruments for prosperity and promotion.

The following languages may be taught in the middle school: Japanese, English, Russian, French and German; but a preference should be given to Japanese and English. English[1] in fact has been made the language of science in all schools of higher grade, by the imperial edi edict of last year). The reasonforthis selection is two-fold: first, because of the long intercourse with British traders in commerce, and because of the English mission schools are widely spread over the empire; second, because there is a great prospective commerce with America across the Pacific and because the continuous sending of students to the schools of that country. These reason have made the Anglo-Saxon Tongue the favorite and popular language in the Chinese schools. The students generally are very enthusiastic in learning it, and not infrequently they master it thoroughly in writing and speaking.

Next comes the Japanese language. Because of the bond of common origin in race, language and tradition which holds China and

1. The News Laws of Hsuan Tung; Vol. XIV, p. 414.

Japan together, Japananese is bound to be an important language in China. But educationally, the language has lost its ground, for the Chinese had a notion that the Japanese learned their science and arts from the West and hence their education is second-handed. Tokio a few years ago was the meeting place of the Chinese students; now these students go to Europe and America.

Other languages are not prominent at all in the Chinese schools. They are taken for diplomatic use and sometimes for commercial purposes.

(5) History. The function of history in the middle school is to arouse spirit and inspriation in students, to impress upon them the experience of the race, to teach them the origin of civilization, and the causes for the rise and fall of nations.

Three main topics are treated: 1. Chinese History:

a. The works of the Chinese emperors in different dynasties, the celebrated administration of the present dynasty and the important events of the preceeding hundred years.

b. the good and wise deeds of the ancient and modern men; the progress of arts and education; the dignity of military organization; the origin of political development; the development of industries and commerce; and the growth of tradition and custom.

2. History of Asia, including Japan, Corea, Anam, Siam, India, Persia, and the countries of Asia Minor. A special emphasis is to be given to the history of Japan, Corea, Anam and Siam, for they have an immediate relation with China; to the history add its important events in the preceeding fifty years; and the danger of the conquest and encroachment of the West in Asia.

3. Finally, the history of Europe and America, with a special reference to modern history and important events.

(6) Geography. The primary object of teaching geography in the middle school is to give a clear conception of man's relation to his environment. In teaching foreign geography, a comparation with the Chinese geography schould be kept in mind.

(7) Mathematics. Besides algebra, plane and solid geometry, and trigonometry, commercial accounting is taught. Mathematics is the subject most properly taught in the middle school. It is comperatively easier for Chinese teachers to master it, than any other subject in the curriculum.

(8) Science

(a) Biology. Biology includes botany, zoölogy, physiology and hygiene.

(b) Mineralogy only treats the general phenomena of mining minerals.

(c) Physics and chemistry. These are treated as on subject in the Chinese schools. According to the Chinese conception physics and chemistry are the key to the whole system of modern science and hence they are the most popular subjects. It is very rare to find in any school above the elementary grade that these two subjects are not being taught. As the Chinese government has distinctly emphasized industrial development, these elementary sciences have been made fundamental in the middle school.

(10) Law and economics.. Topics under this head are to be taken up as such that the pupils may gain that knowledge which is necessary for their practical life and the general principles of public economy.

This subject has not been well organized and in many schools it is not given, perhaps due to the fact that it is not a required subject.

(11) Drawing. There are two kinds of drawing; free hand and mechanical. The motive of learning this subject is preparation for future mechanical and industrial life.

(12) Gymnasium. Gymnastics in the middle school takes two forms: ordinary exercise by classes in the gymnasium, and military drill in the school yard. The last has been gradually replacing the first.

Education of Middle School Teachers.

Higher Normal School.

The higher normal school is to train teachers for the middle schools as well as for the lower normal, and graduates of the latter two schools are admitted to the higher normal. As it prepares men for departmental teaching, the school is divided into four departments, each of which has a distinct aim for special subjects and each covers four years' time. The departments are:-

1. Chinese and foreign languages and literature.
2. History and ~~geometry~~ geography.
3. Mathematics and physics and chemistry.
4. Botany, zoology, mineralogy, and geology.

But the first year subjects, as they are general and fundamental, are common to students of all departments. At the end of the first year students must decide what subjects they will teach and plan to enter the department where such subjects are specialized, as the differentiation begins with the second year. In addition to these departments, there is a post-graduate course for those who after finishing their regular course, wish to pursue some advanced studies in pedagogy and school management; or, such students may enter the university to enrich their profession.

Every graduate of this school is obliged to teach for six years in his own province or elsewhere as he may be directed. If any absolute necessity prevents him from discharging the obligation, he must petition the educational authority in his province stating the cause for the necessity. In case he fails to do so, or in case his diploma is worked for any other reason, he will be required to make up the expenses that the school had incurred on his account.

The Course of Study:

Table XVIII.[1] The First Year - Course -- Common to all Students.

Subject	Hours per week.
Ethics	1
History of Classics	2
Chinese	3
Japanese language	6
English language	11
Eloqution	3
Mathematics	6
Gymnastics	3
Total	36

Table XIX.[2] I. Department of Chinese and Foreign Language.

Second Yr.	Hours per week.	Third Yr.	Hours per week.	Fourth Yr.	Hours per week.
Ethics	2	Ethics	2	Ethics	2
Classics	6	Classics	5	Classics	4
History	2	Chu-Tsi Philos.	1	Education	8
Chu-Tsi Philos.	1	Education	4	Eloqution	3
Biology	2	Physiology	2	Chinese	5
Psychology	2	Psychology	2	English	8
Chinese	6	Chinese	5	German or French	3
English	12	English	8	Gymnastics	3
Gymnastics	3	German or French	4		
		Gymnastics	3		
Total	36	Total	36	Total	36

Table XX.[3] II Department of History and Geography.

Second Year.	Hrs. per wk.	Third Yr.	Hours per week.	Fourth Year.	
Ethics	2	Ethics	2	Ethics	2
Classics	6	Classics	5	Classics	4
Chinese	1	Education	4	Education	8
Psychology	1	Chinese	1	Chinese	1
English	4	Psychology	1	Law & Economics	5
Biology	2	Law and Econom.	3	Geography	5
Geography	5	English	2	History	10
History	11	Geography	5	Gymnastics	3
Gymnastics	3	History	10	Total	36
		Gymnastics	3		
Total	36	Total	36		

1. Imperial Code of Education, vol. IV, p. 2
2. Ibid., p. 3.
3. Ibid., p. 5.

Table XXI[1]. III. Department of Mathematics, Physics, and Chemistry.

Second Yr.	Hrs. per week.	Third Year	Hrs. per week.	Fourth Year	Hrs per week.
Ethics	2	Ethics	2	Ethics	2
Classics	6	Classics	5	Classics	4
Chinese	1	Education	4	Education	8
Psychology	1	Chinese	1	Chinese	1
English	3	Psychology	1	Mathematics	6
Drawing	2	Hand-work	3	Physics	7
Hand-work	3	Mathematics	6	Chemistry	5
Mathematics	6	Physics	6	Gymnastics	3
Physics	5	Chemistry	5		
Chemistry	4	Gymnastics	3		
Gymnastics	3				
Total	36		36	Total	36

Table XXII[2] IV. Department of Botany, Zoology, Phisiology and Mineralogy.

Second Yr.	Hrs per week	Third Year	Hours per week.	Fourth Year	Hours per week.
Ethics	2	Ethics	2	Ethics	2
Classics	6	Classics	5	Classics	4
Chinese	1	Education	4	Education	8
Psychology	1	Chinese	1	Chinese	1
English	3	Psychology	1	Botany	4
Drawing	2	Drawing	2	Zoology	7
Botany	6	Botany	5	Physiography	4
Zoogoly	3	Zoology	7	Agriculture	3
Physiology	6	Physiography	3	Gymnastics	3
Mineralogy	3	Agriculture	3		
Gymnastics	3	Gymnastics	3		
Total	36	Total	36		36

1. Imperial Code of Education, vol. IV, p. 6.
2. Imperial Code of Education, vol. IV, p. 8.

Table No. XXIII.[1] Time-percentages for the Subjects of the Third Department.

Subject	I Department		II Department		III Department		IV Department	
	Total week hours	Per cent age	Total week hours	Per cent age	Total week hours	Per cent age	Total week hours	Per cent age
Ethics	7	5%	7	5%	7	5%	7	5%
Classics	17	12%	17	12%	17	12%	17	12%
Chinese	19	13%	6	4%	6	4%	6	4%
Japanese	6	4%	6	4%	6	4%	6	4%
English	39	27%	17	12%	14	9%	14	9%
Elocution	6	4%	3	2%	3	2%	3	2%
Mathematics	6	4%	6	4%	24	16%	6	4%
Education	12	8%	12	8%	12	8%	12	8%
Psychology	14	2 1/2%	2	1 1/3%	2	1 1/3%	2	1 1/3
Gymnastics	12	8	12	8	12	8	12	8
History	2	1 1/3%	32	22 1/3%				
Philosophy	2	1 1/3%						
Biology & Physiology	4	2 1/2%	2	1 1/3 %			6	4%
French or Germ.	7	5%						
Geography			15	10 5/12%				
Law & Econ.			6-	4%				
Drawing			6		2	1 1/3	4	2 1/3
Hand Work					6	4%		
Physics					18	12 1/2		
Chemistry					14	9		
Botany							15	10 +
Zoology							17	12
Minerology							3	2
Geology							7	5
Agriculture							6	4

1. Imperial Code of Education, vol. IV.

III. College Education.

Higher School.

The higher school is strictly preparatory for the universities. Students on finishing their middle school course and wishing to pursue a professional study in the universities must take a further preparatory course covering three years in this school. In character the school corresponds to the American college where students generally preapr for law, medicine, and theology.

There are three courses provided in this school: one for those intending to study law, literature or political sciences; one for those who are to take courses generally known as "scientific"; and one for those who wish to become physicians. The law students specialize in history and political economy; the scientific men spend their time largely in mathematics and science; and the third course is not yet organized and has not been given.

Table XXIV.[1] Course I. (Preparatory for law, literature, etc.)

First Yr.	Hours per week.	Second Yr.	Hours per week	Third Year.	Hours per week.
Morals	1	Morals	1	Morals	1
Classics	2	Classics	2	Classics	2
Chinese	5	Chinese	4	Chinese	4
English Speak.	9	English Speak.	9	Economics	2
Ger.or Fr. "	9	Ger.or Fr. "	9	English Speak.	8
History	3	History	3	Gr.or Fr. "	8
Political Geog.	3	Political Geog.	2	European Hist.	3
Military Scien.	1	Military Scien.	1	Elements of law	2
Gymnas. & Drill.	3	Gymnastics & Drill.	3	Military Science	3
		Psychology	2	Gymnas. & Drill	3
Total	36		36		36

Table XXV.[2] Course II. (Preparatory for Scientific Course).

First Yr.		Second Yr.		Third Yr.	
Morals	1	Morals	1	Morals	1
Classics	2	Classics	2	Classics	1
Chinese	3	Chinese	2	Chinese	1
English Speak.	8	English Speak.	7	English Speak.	4
German or Fr.	8	German or Fr.	7	German or Fr.	4
Mathematics	4	Mathematics	4	Mathematics	6
Drawing	4	Physics	3	Physics	3
Military Sci.	2	Chemistry	3	Chemistry	2
Gymnas. & Drill	3	Drawing	3	Drawing	2
		Military Sci.	1	Military Sci.	1
		Gymnas.& Drill	3	Gymnas. & Drill	2
	36		36		36

Table XXVI[3] (Time percentages of the subjects).

Subject	Course I Total week hours	Course I percent.	Course II. Total Week Hours	Course II. Percentage
Morals	3	2 7/9	3	2 7/9
Classics	5	5 5/6	5	4 1/2
Chinese	13	11	6	5 5/6
English	26	24	19	17
French or German	26	24	18	17
History	9	8 1/3		
Geography	5	4 1/2		
Mathematics			14	13
Science			11	10
Psychology	2	1 3/4		
Law & Economics	4	3 1/2		
Drawing			9	8 1/3
Military Science	5	4 1/2	5	4 1/2
Gymnastics & Drill	9	8 1/3	8	7

1. Imperial Code of Education, Vol. V, p. 61
2. Ibid., p. 63
3. Ibid.,

IV. University Education.

University.

The university is to train professional men in literature, arts, and science. Its duty is to provide for China a body of men who will be able to meet in a scientific way the problems which China is now facing and which she must solve. Future leaders of the nation will be undoubtedly picked from this group of men who are highly selected.

The university is composed of a group of professional schools which are strictly specialized. Each school in turn consists of different branches of specialization; only one branch of which the student is allowed to take. At present, however, not all of these professional schools have been established. There are at present three universities. The Imperial Pei-yang University is the oldest. It has but two departments, law and engineering. The next is the Imperial Shensi University. This has three departments, law, applied science, and engineering. The last and the largest is the Imperial Peking University recently established by the central government, which just began with school of classics, school of law and political science, school of language and literature, school of applied science (chemistry and geology), school of agriculture, school of engineering (civil and mining), and school of commerce (banking and insurance).

The following is the project laid down for a complete university which will be carried out by the Imperial University of Peking in the course of a few years:[1]

1. Imperial Code of Education, vol. V, p. 43.

The University.

1. School of Classics (11 branches each representing a type of classic.

2. School of law and Political Science
   - a. law
   - b. political science.

3. School of Literature
   - a. Chinese literature.
   - b. General literature.
   - c. Geography
   - d. Chinese language.
   - e. English language and literuature.
   - f. French language and literature.
   - g. German language and literature.
   - H. Russian language and literature.
   - i. Japanese language and literature.

4. School of Medicine
   - a. physicians & surgeons.
   - b. pharmacy

5. School of Applied Science
   - a. Mathematics
   - b. Astronomy
   - c. physics
   - d. Chemistry.
   - e. Biology
   - f. Geology.

6 School of Agriculture
   - agriculture
   - agricultural chemistry.
   - Forestry
   - Herding

7 School of Engineering
   - a. Civil
   - b. mechanical
   - c. Ship building
   - d. military engineering
   - e. Electrical
   - f. archutectural
   - g. chemical engineering.
   - h. Gun-powder.
   - i. Mining
   - j.

8. School of Commerce
   - a. Banking and insurance.
   - b. Commerce and transportation
   - c. customs and administrations.

The following schools have already been carried out:

I. Imperial Pei yang University[1]

a. School of law

b. School of engineering (civil
(mmining.

II. The Imperial Shensi University[2]

a. School of law.

b. School of applied sciences (Chemistry

c. School of engineering civil
mining

III. The Imperial Peking University

a. School of Classics (4 branches

b. School of political science ---- (law
(political science

c. School of literature (a. Chinese
(b. Foreign language

d. School of applied science (a. Chemistry.
(b. Geology

e. School of Agriculture (agriculture

f. School of Engineering ---------- (civil
(mining

g. School of Commerce (Banking and Insurance.

1. Third Catalogue of the Pei-Yang University, 1908, p. 13.
2. Calendar of the Imperial Shensi University, 1908, p. 36

Vocational Education[1]

There are three grades of regular vocational schools: namely, the lower, the middle and the higher. These differ in their entrance requirements, each having its special requirement as to the amount of education their students received in the cultural schools. Each of these grades is further differentiated into three branches; agricultural, engineering, or technical and commercial. A school may include as many of these branches as it deems fit. The lower grade is established for boys at the end of their lower elementary education who have reached the age of thirteen; the middle grade is for students who have gone through the higher elementary and have passed the fifteenth year; and the higher grade, which is really a semi-professional college, receives graduates of the middle-schools. The length of any course in these vocational branches is usually three years.

The common purpose of these various vocational schools is to prepare students for agriculture, railroading, commerce, industries, and the like, and thus to lift up the economic level of the nation and the people.

I
The Lower Grade[2]

The agricultural school of this grade has two courses; agriculture proper and silk-culture. Their curricula are divided into two groups; the general group and the technical group, the former is common to both the courses, while the latter is special.

a. The general group: morals, Chinese, arithmetic, nature-study, and gymnastics.

1. The Imperial Code of Education, Vol. VI,
2. Ibid, p. 21

b. The technical group:

for agriculture proper:

soil

fertilizers

manufacture of agricultural implements.

domestication of animals.

diseases of worms

temperature

practice;

for silk-culture:

anatomy of silkworm

animal physiology and hygiene

silkworm feeding

silkworm breeding

reeling

treatment of white mulberry trees.

temperature

science of agriculture

practice.

B. The technical school of the lower grade. The following are the courses projected for this school. A school however does not need to offer every one of them, its local demands will determine what it ought to offer.

The courses are:

1. civil engineering (elementary)
2. iron-work
3. ship-building
4. electricity
5. mining work
6. textile

7. painting
8. archetecture
9. drawing

Like those in the agricultural school, the course of study in this school is made up of two lines of studies, the general and the technical. The general group consists of the following subject:

morals
Chinese
arithmetic
physics
chemistry
drawing
gymnastics.

The technical group on the other hand aims at specialization.

In reviewing the materials so far at hand, the writer found that the courseswhich have been offered by most of the schools are: iron-work, textile, wood-work, archecture, painting, and drawing. Civil engineering, ship-building, electricity, and mining work are too expensive to be given in the schools of this grade.

C. The commercial school of the lower grade.

The following are the subjects usually given in this school:

morals
Chinese
arithmetic
geography
bookkeeping
commercial products
commercial law
practical work
gymnastics

II
The Middle Grade[1]

A. The school of agriculture of the middle grade. Three courses:

1. agriculture proper
2. silk-culture
3. fishery

Like the courses in the lower grade, the course of study of each course in this school also has a general group including the following subjects:

morals
Chinese
mathematics
physics
chemistry
nature-study
agricultural economics

The technical group:

for agriculture proper:

soil
fertilizer
manufacture of agricultural implements.
horticulture
agricultural products
silk-worm feeding
disease of worms
temperature
principles of forestry
water supply
practice;

1. Imperial Code of Education, Vol. VII, p. 15.

for silk-culture:

anatomy of silk-worm

physiology and pathology

silk-worm breeding and feeding

reeling

treatment of mulberry trees

temperature

principles of agriculture

practice;

for fishery:

There are only a few schools of this kind in China at present; the course of study has not been worked out in many lines.

B. The technical school of the middle grade. Nine courses:

1. civil engineering
2. iron-work
3. ship-building
4. electricity
5. wood-work
6. mining work
7. textile
8. painting
9. drawing.

The general group of subjects common to all courses:

morals

Chinese

mathematics

physics

chemistry

drawing

gymnastics.

The technical group:

for iron-work:

implements

principles of making machinery

principles of mechanics

force

drawing

practice;

for civil engineering:

surveying

river construction

railway building

bridge building

drawing

practice;

for electricity:

principles of electricity

working of electricity

force

implements in factory

principles of mechanics

drawing

practice;

for ship-building:

building plane

implements

principles of mechanics

force

practice;

for wood-work and archetecture:

building stone

evolution of building

aesthetics

implements

force

practice;

for mining work:

geology

mining

metallurgy

force

principles of mechanics

assaying

surveying

practice;

for textile:

principles of textile

chemistry

dyeing

drawing

mechanics

practice;

for painting:

principles of painting

history of painting

drawing

chemistry

practice;

for drawing:

history of painting

chemistry

coloration

drawing

study of products

practice;

C. The commercial of the middle grade.

a. General group:

morals

Chinese

mathematics

gymnastics

b. technical group:

commercial geography

commercial history

foreign language

commercial law

economics

bookkeeping

study of commercial products

practice.

III [1]
The Higher Grade

A. The agricultural college.

Three courses:

agricultural proper

Forestry

veterinary science

The courses in forstry and veterinary science have not been given. The course in agriculture consists of the following subjects:

agriculture

horticulture

agricultural chemistry

diseases of plants

silk-worm breeding

general breeding

fishery

veterinary

geology

soil

fertilizers

surveying

mathematics

physics

agricultural arts

temperature

elementary economics

agricultural economics

administration in agriculture

colonization

gymnastics

1. Imperial Code of Education, vol. III p. 9

B. College of engineerings.

Eleven courses:

industrial chemistry

dyeing

textile

architecture

mechanics

electrical engineering

civil engineering

mining engineering

ship-building

painting

drawing and fine arts

The courses that have been given are as follows:

industrial chemistry consists:

factory mechanics

assaying

industrial chemistry

electro-chemistry

practical work in factory.

mechanical engineering consists:

iron and steel

force

electricity

mechanics

factory

electrical engineering consists:

electricity

force

electrical arts

mechanics.

factory work

civil engineering consists:

surveying

railroad and road

river-work

bridge

mapping

practical work

mining engineering consists:

geology

mining

assaying

extracting ores

surveying

mechanics

mapping

practical work

C. The College of Commerce

The course consists:

commercial ethics

commercial writing

commercial mathematics

commercial geography

commercial history

accounting

commercial products

general economics

political economy

principles of budgetting

civil laws

commercial laws

foreign language

practical work.

IV [1] Trade Schools.

The three grades of regular vocational schools as described above are intended to have a higher prupose than merely training boys to become industrial workers. For the latter purpose there are some trade schools established in a few large cities for those children at age twelve who for one reason or other failed to have an elementary education. The object of these schools is to teach some practical trade like carpentry, painting, printing, textile, etc. as local conditions demands. The length of any trade course is from six months up. The schools are absolutely free to all.

The courses of study are very flexible, so as to fit individual circumstances. Only two subjects are required of every pupil; these are morals and Chinese. If the student's time allows arithmetic, Elementary physics and chemistry, drawing and gymnastics are to be added.

There are also a number of schools of the same character[2] for adults who have already been in the practical trades, but are not trained to solve their problems intelligently and scientifically; As no materials are at hand to show the exact courses in such schools, the following quotations from Dr. Flyer's report[3] 1909 will suffice to present a general feature of the institutions: "Handscraftmen were invited to come from the remote towns and villages to learn the

1. Imperial Code of Education, vol. VII, p. 30
2. Ibid, p. 32
3. Flyer: Kept to the Board of Regents, University of California, 1909

newest and the most economical methods of carrying out various trades or art work by courses of actual practice. In the establishment at Tintsin I found no less than ten departments in actual operation, with a large showroom and sale room where the various products could be trammed and purchased or orders taken. In this way the school is to a certain extent rendered self-supporting. The departments of most interest to me were textil manufacture, pottery, earthware drawing, painting, carving and sculpture, lucifer matches, wood, iron and metal work, electric apparatus, embroidery, woolen rugs, mattings, and scientific apparatus for elementary educational purposes. These schools of practical industry are laying foundations for more real value than military and navy science which are made th occupy the foreground in almost every picture of China's progress in civilization##

V.

Education for Vocational teachers.[1]

Schools have been established to prepare teachers for the lower, the middle vocational education, and the trade schools. Two classes of students are admitted to these institutions; those who have completed their middle schools course, and graduates of the lower normal schools. There are three departments in the schools, one which prepares teachers in agriculture, one for engineering, and one for commerce. The first and the last course cover two years, while the second covers four years. Besides the technical subjects that he will have to teach, each student is required to spend sometime in foreign languages and pedagogy.

1. Imperial Code of Education, Vol. VII, p. 31.

V..CONCLUSION.

I
General Features of the Educational System.

Some of the important characteristics of Chinese schools, such as the separation of the two sexes in the elementary schools, the great emphasis on moral and classical education, the uniformity of the educational system, education as a state function, and finally the combination of European, American, and Asiatic systems, have been incidentally brought out. There are still other characteristics which are peculiar and important in educational system in China.

First, there is great definiteness in the aims of education. Unlike America, where education is without purpose, China has general aims for the educational system as a whole and particular aims for each class of schools and these aims are formulated in clear conceptions and clean cut statements.

In viewing educational problems in China one must always understand the forms of other institutions of government to which the school system in general corresponds. Theoretically China is an absolute monarchy, but in practice she is not. The omnipotent power of the emperor is checked by popular opinion. Socially, the lowest peasant can rise to the highest position of the empire if his ability warrant it. Since education is completely controlled by the state, the government has a full sway and can say that certain schools are founded for certain wealthy persons and certain others for the poor, but in actual make up of the student body, the choice is left to the people. The poor are not barred from entering the cultural schools and forced to go to trade schools; their economic condition will be the guide of the choice. Thus on one hand the government has freedom of establishing any kind of education it deems fit, and on the other, a freedom of choice of school is a reall equall opportunity to all classes of

people.

Thus the fundamental question of education is settled, and educators are free from embarrasment.

Secondly, the educational ladder is definitely defined (see the diagram under the system of schools). The definitions of elementary, secondary, and higher education, and the promotion from one grade of school to another are positively formulated withou any debate. For instance, the higher school is strictly preparatory to the university; if any one does not intend to go to the latter institution, it would not be advisable for him to take a course in the former school.

Thirdly, the five-years' elementary education (will soon be four years) is the education for the masses. It is intended to be free, universal, and compulsory. Differentiation for future careers will begin at the close of this course. The reason for the shortness of the common education is based on the poor economic conditions of the people at present.

Fourthly, vocational education is planned for every boy of the land. In looking over the diagram under the system of schools, one will notice that every grade of cultural school is crowned with a vocational school. Above the lower elementary there is a lower vocational school; above the higher elementary, a middle vocational; above the middle school a higher vocational; and finally, above the h higher school, a university. Obviously, the first three columns exhibit the courses for the farmer, artisan and merchant, while the last and highest column shows the courses of the scholar. The first three classes will be engaged in the development of the resources of the country, while the responsibility of the last will be in the organization of institutions, in the administration of government, and in other leading purposes.

Finally, there is continuity and correlation of studies. Leaving out the elementary school which is common to all, the subjects in the middle school are well correlated with those in the higher and further with those in the university. If one expects to take a scientific course in the university, he must enter the scientific group while in the middle school, and must further take the course II (see table No. XVI), in the higher school; and the subject-matter for the courses of the schools is often prepared in such a way that they do not confuse; one must anticipate the other. This continuition of courses is made possible because the courses of study for all schools from the elementary to the university are prepared by a single body -- the Central Board of Education at Peking.

II
Defects and difficulties.

In consideration of the educational situation in China one must realize the various difficultics with which she has to struggle. First, she is living in an age of strenuous activities. Political, social, and economic reforms are constantly dividing her attention and effort, and consequently no concentration of either attention and effort, be given to education. Secondly, the history of educational reform must not be overlooked. The nation was suddenly called upon to solve the most complex problem that she had ever met and she was without preparation to solve this problem. Finally, must be understood that this is a transitional age; a bridge is being built between the old and the new civilizations, and everything is passing from the one to the other. Hence the friction between the old and the new ideas of education is naturally expected. Under such circumstances many defects have already appeared through the various difficulties in the working of the educational system.

The greatest difficulty is the lack of quantity and quality of teachers. As it has been said before when the educational reform was announced, the nation was totally unrepared for the new task. The governors and viceroys were directed to open new schools, but there was only a handful of teachers in the empire available for the service. These teachers were mainly drawn from the few government schools that were established before the educational reform, and missions schools established by the foreign missionary boards. The demand for teachers was so great, that the supply amounted only to a drop in the bucket.

While the general search for teachers was going on, there were three plans adopted to get men for immediate service. First, importation of teachers from abroad. This was done with great difficulty for two reasons, first, high salaries were demanded by foreign teachers, and second class-room instruction had to be conducted through interpretation. The second method was to send students to the Japanese normal schools in Japan where a short course of six months was offered to them. The number of these students was approximately ten thousand. The last plan was to open normal schools trainging teachers at home. Scholars of the old schools having a thorough knowledge of the Chinese language and classics were taken to those normal schools and instructed in the subjects of the modern curriculum for six months. This plan furnished a considerable number of men.

From the beginning to the end, these three plans of getting teachers were rgarded only as emergency measures. It did not take long to find that the work of these quick-lunch-teachers was unsatisfactory. About the year 1906 all of these plans were abandoned. Foreigners were less employed in the elementary schools, the students in Japan were forbidden to take the short course, and the courses in the normal schools at home were much lengthened as they stand at

present. (see table No. I). This was the situation of affairs at the early part of the decade of educational reform, but in recent years the situation has been much improved. The normal schools are producing better men although the quantity is not so large as before on account of the abolition of the short course. According to the second report of the Board of Education for the year 1908, all normal schools have begun to give the complete course (see table no.) in which teachers will be undoubtedly better equipped although the country will still be handicapped for sometime in securing sufficient quantity.

The next difficulty that has hindered the working of the educational system is the lack of qualified officials in administration. To put old officials into the administration of a completely new educational organ is like putting new wine into old bottles. From the head of the Central Board of Education down to the principals of the elementary schools there has been general ignorance of educational principles and administration until very recently when a swarm of foreign educated students have returned rapidly replacing them.

The third difficulty is the lack of funds. In looking over the school finance in different countries, there are generally three principal sources of income; appropriation, taxation and endowment. Neither of these can be found in China, to a great extent under the present circumstances, as many great tasks have been laid upon her shoulders as she can possibly bear. She is undergoing a thousand lines of internal development and at the same time has to prepare for national defence from outside attacks which is likely to come at any moment. The national budget for 1911 will be sufficient to show the difficulty. In the budget the total income for the year is estimated 296,916,272 taels,[1] while total expenditure reaches 333,058,364 taels, making a deficit while has to be made up of 36,000,000 taels. The

1. Memorial of the Board of Finance to the Throne, 1910 on the national Buget, for 1911.

principal items of expenditure are: military, 97,498,659 teals; post and communication, 56,703,264 taels; foreign debts, 51,640,962 taels; while education has only 16,149,500 taels. Although the figures are not very reliable, yet they give us some idea of relative amount spent from different items and the small appropriation for education that the government could make.

Next is taxation. There is neither a system of general taxation nor local taxation for schools. In Chili province there is some income from a special tax upon deeds of transfer of real estate but the amount received is far from being sufficient for school support. The old system of education required little or no taxation, and no system of revenue was ready to provide for the change. The people wanted new schools, but were not eager to be taxed. No endowments could be depended upon, for the idea of making endowments to old schools is absolutely new. Occasionally however there are large gifts made by individuals inabling a great many schools to exist.

The principal sources for school funds at present are government revenues and local temple funds which, however, are just enough to maintain schools in metropolitan cities and rich communities. Often times schools in villages closed their doors on account of the lack of support.

The fourth difficulty is the lack of good text books. Text books are bound to play an important part in Chinese education for two reasons: first, the Chinese are accustomed to use books, generally looking to books for authority; second, because the large proportion of teachers are lacking in experience and information as well as in control of method apart from the text.

Books were hastily prepared and the translation of technical terms to an ideographic language is exceedingly difficult. Foreign proper names especially can be translated into good different charact-

ers have made teachers confused. Furthermore scientific books for advanced courses have been translated only to a very small extent, Most of the scintific courses given in the middle schools, technical schools, and all higher institutions of learning have to be taught directly in foreign languages.

Thus the lack of a unified system of translation and large quantity of scientific books have checked educational progress. With the view of remedying this defect, the Board of Education has recently established a bureau of translation at Peking the object of which is to revise scientific terms which have translated and to put them into the same characters, and compose new characters for those not yet translated.

A dozen or more difficulties may be mentioned that have caused the defects in working of the educational system, but these principal ones suffice to show how hard a task it is with which China has to contend.

III
The Outlook.

In considering the various difficulties and defects, the progress in education in China has been more than one could expect. in the table no.XXVI the second report (latest) of the Central Board of Education fo the year 1908 shows the school attendance of the year increased almost 50 percent and the number of schools about 20 percent over the previous year. Peking itself increased one-fifth in school attendance and one-fourth in the number of schools. Again in the Charts No. I & II, the figures show the increase in the school attendance and the number of schools from 1903-1909 in Chili province, one of the most progressive provinces; and the same from 1903-1907 in Fugian, one of the most conservative provinces, to be very encouraging. The general tendency of the lines is toward the vertical position,

(See Chart no. I & II). The same report further says that there were more schools established by communities and private persons than by the government as contrasted with the previous year. This shows the interest that the people have begun to take in the education independently of the government.

It is true that the school attendance as the figures show, is extremely small, being a total of about one million and half for 400,000,000 people.[1] But one must remember the establshment of the new schools was really begun in 1904; and if we consider such a short period of time together with the various difficulties enumerated, the progress in education is remarkable. As Clarence Poe[2] says, "The smallness of school attendance reported does not look encouraging, but when we compare those figures with statistics of attendance a few years ago, there is unmistakable evidence of progress. In the metropolitan province of Chili, for example, I have found there are more teachers in government schools than there were pupils six years ago, and the total attendance has grown from 8,000 to 214,687."

Furthermore the figures in the report do not show the real number of school attendance in the empire, for the attendance in tutoring schools and mission schools is not included. The tutoring schools are remnants of Confucian institutions, wherein a few modern subjects like history, geography, and arithmetic are being added to the old Confucian curriculum, and a whole school is in charge of one man. There is good reason to believe that these schools still exist in all poor villages where new schools are not accessible. Now the step has been taken by the government to turn these old schools into the new type. The attendance on the mission schools is also large. In the missionary Conference at Shanghai , 1907, Dr. A. H. Smith made the

1. The Second Dept. of the Board of Education for 1908.
2. Review of Review, Feb. 1911.

following statistics: the number of pupils in Protestant schools was 57,683, and that in Catholic, 75,000[1]

If the rate of progress as estimated in the report will keep on and like will increase by leaps and jumps when a sufficient number of teachers can be produced by the normal schools, the school machinery efficiently administered, a new system of local taxation inaugurated, and finally the compulsory education law enforced, within two decades China will possibly be one of the best educated nations in the world.

As education is the basis for national regeneration, the vital importance of the progress in education cannot be over-estimated It will affect every phase of national life. There will be great political and social readjustments. In fact men have already begun to see their right in government by demanding a constitutional government which will be granted in 1914. Women have begun to be discontented with their position in society by demanding better treatment. As to the economic and industrial development, the change will even be more phenomenal. The richest labor market, the best agricultural and the greatest mining country in the world will be sufficient to make a theatre of great activities.

After the internal improvement is well carried out, it is safe to predict that the ultimate object of the nation will be a readjustment with the European powers and Japan whose selfish motives in playing the role of Far-eastern diplomacy can never be dropped from the memory of the citizens of China for many generations. The history of the European-Eastern diplomacy is a history of intrigues and crimes. It is not too exaggerated to say that the so-called Chino-European commerce has no higher ideal than to teach the Chinese

1. Outlook: Vol. 91, Article by Norton.

people to smoke opium and to drink beer. Finally, the progress in China will be a positive advance for the world's commerce. Unlimited resources and 400,000,000 of people will make a great marked for supplies and a great consumer of manufactured goods. The Eastern shore of the Pacific is bound to be the greatest commercial center in the near future.

To the student of political philosophy, the friend of humanity, the historian of modern history as well as to the student of education, the recent educational reform in China is the one of the most remarkable events that the world has ever know.

Table no. XXVII. Second Report of Board of Education for 1908.

Whole China (Peking not included)

[1] Class of Students	No. in 1907	No. in 1908	Increase	Decrease
General education	826,838	1,092,582	265,644	
Higher "	13,371	17,272	3,951	
Vocational "	8,480	13,503	4,923	
Normal "	26,003	23,003		3,000
Others "	[illegible]	138,605	138,605	
Total	874,642	1,284,965	413,313	3,000

[1]	1907	1908	Increase
No of Schools	35,799	42,444	6,647

City of Peking.

[1]	1907	1908	Increase
No. of Schools	206	252	46
No. of Students	11,417	15,774	4,357

1/ Reference: The First Report of the Board of Edu. for 1907
The Second Report of the Board of Edu. for 1908.

CHART NO I

1903 04 05 06 07 08 09

Increase in No of Schools in Chili, Province

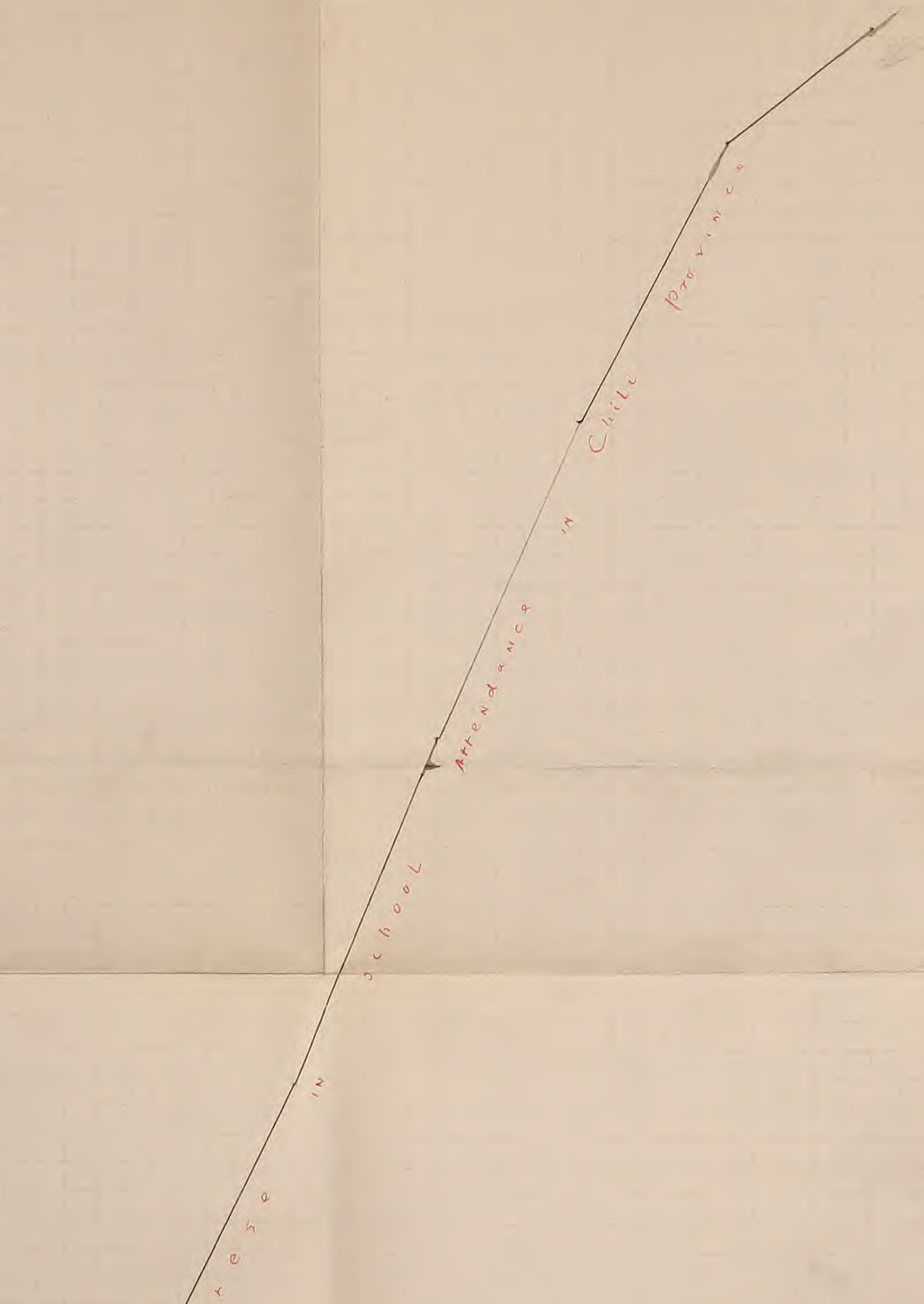
The same in Fungjan Province

Figures taken from the Annual Reports of the Board of Edn., Chihli Province
" " " " " First "

CHART NO. II

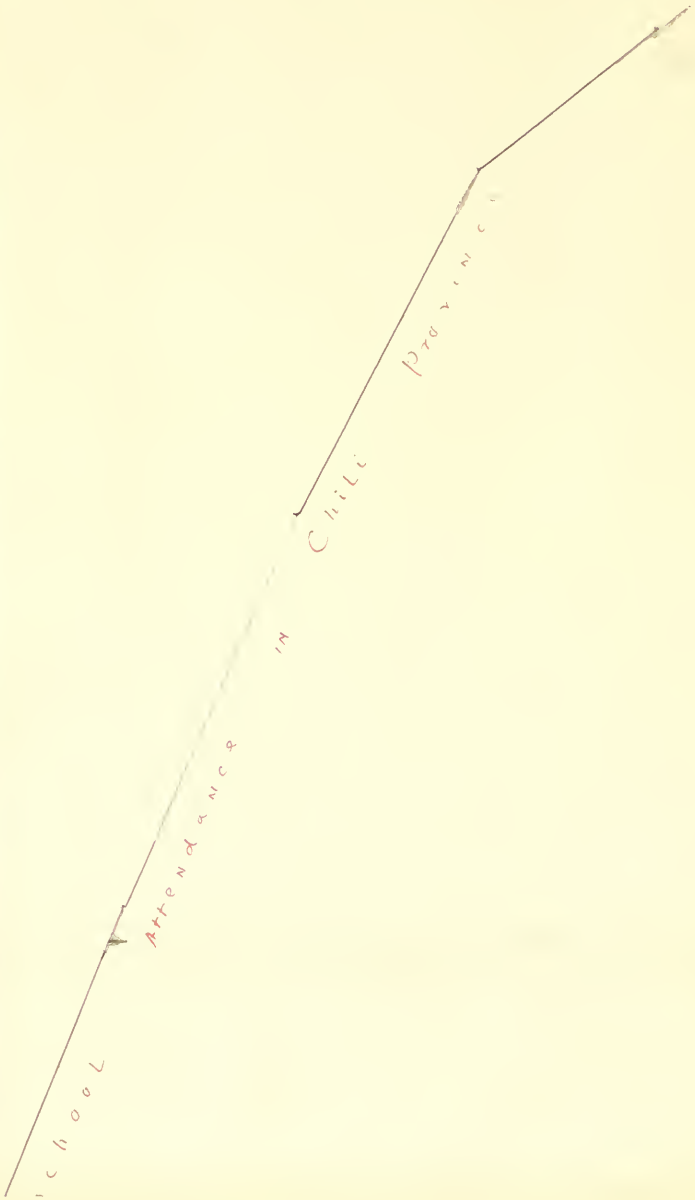
1903 04 05 06 07 08 09.

232000
224000
216000
208000
200000
192000
184000
176000
168000
160000
152000
144000
136000
128000
120000
112000
104000
96000
88000
80000
72000
64000
56000
48000
40000
32000
24000
16000
8000
0



RT NO. II

06 07 08 09.



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